

# California Commission on Teacher Credentialing

*Meeting of  
February 7-8, 2001*

**AGENDA ITEM NUMBER:**        **PREP 2**

**COMMITTEE:**                      **Preparation Standards**

**TITLE:**                              **Overview of Draft Standards of Quality and  
Effectiveness for Professional Preparation Programs**

       **Action**

  **XX**   **Information**

**Strategic Plan Goal(s):**

**Goal 1:**                              **Promote educational excellence in California schools**  
              •                              Develop candidate and program standards  
              •                              Develop and administer teacher assessments

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# **Overview of Draft Standards of Quality and Effectiveness for Professional Preparation Programs**

**Professional Services Division  
January 22, 2001**

## **Executive Summary**

The Advisory Panel for the Development of Teacher Preparation Standards (SB 2042) has completed and the Commission has received the Draft Standards of Quality and Effectiveness for Teacher Preparation and Induction Programs. In addition, the Elementary Subject Matter Panel has completed Preliminary Draft Standards of Program Quality for Subject Matter Programs for the Multiple Subject Teaching Credential. The purpose of this agenda report is to provide the Commission an opportunity for in-depth study and analysis of the Draft Standards for Professional Teacher Preparation Programs, including the Teaching Performance Expectations (examination content specifications). This report includes an overview of this set of standards and specifications, a guide to understanding the standards and specifications, and the draft standards and assessment specifications themselves.

## **Policy Question**

Do the Draft Standards of Quality for Professional Preparation Programs reflect the Commission's policy goals for teacher preparation in the future?

## **Fiscal Impact Summary**

The costs associated with implementing SB 2042 were estimated to be incurred over multiple years, and are included in the agency's base budget.



# **Overview of Draft Standards of Quality and Effectiveness for Professional Preparation Programs**

**Professional Services Division  
January 22, 2001**

## **Background**

Late in 1998, the Commission launched an extensive standards and assessment development effort designed to significantly improve the preparation of K-12 teachers. Commission sponsored legislation in 1998 (SB 2042, Alpert/Mazzoni) served as the impetus for this work on standards and assessments, which will be, pursuant to statute, aligned with the state-adopted academic content standards for students as well as the California Standards for the Teaching Profession adopted by the Commission and the Superintendent of Public Instruction. Advisory panels, task forces, and contractors are carrying out the work. In January 2001, the initial results of these efforts were presented to the Commission during the meeting of the Performance Standards Committee of the Whole. They included:

- Draft Standards of Program Quality and Content Specifications for the Subject Matter Requirement for the Multiple Subject Teaching Credential;
- Draft Standards of Program Quality and Effectiveness and Teaching Performance Expectations for Professional Teacher Preparation Programs; and
- Draft Standards of Program Quality and Effectiveness for Professional Teacher Induction Programs.

The purpose of this agenda report is to provide the Commission an opportunity for in-depth study and analysis of the Draft Standards of Quality and Effectiveness Professional Teacher Preparation Programs, including the Teaching Performance Expectations (examination content specifications), which are appended to this report. In future months, staff will bring to the Commission agenda reports that provide an analysis of the two additional documents presented in January, 2001, the Draft Standards of Program Quality and Content Specifications for the Subject Matter Requirement for the Multiple Subject Teaching Credential and the Draft Standards of Program Quality and Effectiveness for Professional Teacher Induction Programs.

## **Overview of Draft Standards for Multiple and Single Subject Professional Teacher Preparation Programs**

The attached *Draft Standards of Program Quality for Professional Teacher Preparation Programs*, when adopted by the Commission, will be used to guide the *pedagogical* preparation of new teachers. These standards build on the subject matter preparation that all candidates must complete (or demonstrate through assessment), and focus on developing a candidate's (1) teaching ability in relation to the state-adopted content standards for students and state-adopted frameworks; and (2) instructional planning, teaching, and classroom management skills. Colleges, universities and school districts that offer teacher preparation programs will be required to meet these standards, when adopted, in order to prepare teachers in the future. Pursuant to SB 2042 (Alpert/Mazzoni, 1998), teachers will be, in the future, required to pass a Teaching Performance Assessment in order to earn their first teaching credential. The content specifications for this assessment are included in the Appendix to this set of standards. Category E of these standards includes the assessment quality standards that will guide the development of Teaching Performance Assessments for professional preparation programs.

The SB 2042 Panel developed the draft Professional Teacher Preparation Standards over a two-year period. The Panel includes 27 members, including teachers, professors, administrators, parents, school board members, and representatives of professional organizations. An eight member Assessment Task Force assisted the Panel in the development of the assessment quality standards in Category E. A complete roster of the SB 2042 Advisory Panel, Assessment Task Force and staff are included in the draft standards under Attachment 1. Table 1 provides an overview of the Professional Teacher Preparation Program Standards and the Teaching Performance Expectations.

**Table 1. Professional Teacher Preparation Standards**

<b>Categories of Proposed Standards</b>	<b>Purpose of Each Proposed Category</b>
<p><b>Category A: Program Design, Governance and Thematic Qualities</b></p> <p>Standard 1: Program Design  Standard 2: Collaboration in Governing the Program  Standard 3: Relationships between Theory and Practice  Standard 4: Pedagogical Thought and Reflective Practice  Standard 5: Equity, Diversity and Access to the Core Curriculum</p>	<p><b>Purpose:</b></p> <p>Category A describes various design elements that must be addressed by sponsors of teacher preparation programs in order to develop and deliver high quality teacher preparation.</p>
<p><b>Category B: Preparation to Teach Curriculum in California Schools</b></p> <p>Standard 6: Opportunities to Learn, Practice and Reflect On Teaching in All Subject Areas  Standard 7: Preparation to Teach Reading-Language Arts  Standard 8: Pedagogical Preparation for Subject Specific Content Instruction  Standard 9: Use of Computer Based Technology in the Classroom</p>	<p><b>Purpose:</b></p> <p>Category B establishes direct linkages with the state-adopted academic content standards for students, and describes ways in which sponsors of teacher preparation must prepare Multiple and Single Subject Credential candidates to teach to these standards.</p>
<p><b>Category C: Preparation to Teach Students Enrolled in California Schools</b></p> <p>Standard 10: Preparation for Learning to Create a Supportive Healthy Environment for Student Learning  Standard 11: Preparation to Use Educational Ideas and Research  Standard 12: Professional Perspectives Toward Student Learning And the Teaching Profession  Standard 13: Preparation to Teach English Learners  Standard 14: Preparation to Teach Special Populations</p>	<p><b>Purpose:</b></p> <p>Category C addresses major concepts and principles related to how teachers understand, teach, and interact with their students. The standards in this category focus on the environment for student learning, professional dispositions and perspectives toward students, and the development of additional pedagogical skills for teaching English learners.</p>
<p><b>Category D: Supervised Fieldwork in the Program</b></p> <p>Standard 15: Structured Sequence of Supervised Fieldwork  Standard 16: Selection of Fieldwork Sites and Qualifications Of Field Supervision  Standard 17: Candidate Qualifications for Teaching Responsibilities In the Fieldwork Sequence  Standard 18: Pedagogical Assignments and Formative Assessments During the Program</p>	<p><b>Purpose:</b></p> <p>Category D describes the ways in which field experiences should be structured to provide candidates for Multiple and Single Subject Teaching Credentials with multiple opportunities to practice their teaching skills prior to earning their Credentials.</p>

**Table 1. Professional Teacher Preparation Standards, Continued**

Categories of Proposed Standards	Purpose of Each Proposed Category
<p><b>Category E: Summative Performance Assessment in the Program</b></p> <p>Standard 19: Assessment Designed for Validity and Fairness  Standard 20: Assessment Designed for Reliability and Fairness  Standard 21: Assessment Administered for Validity , Accuracy And Fairness  Standard 22: Assessor Qualifications and Training  Standard 23: Assessment Administration, Resources and Reporting</p>	<p><b>Purpose:</b></p> <p>Category E focuses on developing and administering valid, reliable, fair and legally defensible Teaching Performance Assessments. These standards will be used to guide the development of the Commission sponsored assessment, as well as locally developed assessments.</p>
<p><b>APPENDIX: Teaching Performance Expectations</b></p> <p><b>Making Subject Matter Comprehensible to Students</b>  1. Specific Pedagogical Skills for Subject Matter Instruction (reading/ language arts, math, science history/social science)</p> <p><b>Assessing Student Learning</b>  2. Monitoring Student Learning During Instruction  3. Interpretation and Use of Assessments</p> <p><b>Engaging and Supporting Students in Learning</b>  4. Making Content Accessible  5. Student Engagement  6. Developmentally-appropriate Teaching Practices  7. Teaching English Learners  8. Instructional Technologies</p> <p><b>Planning Instruction and Designing Learning Experiences for Students</b>  9. Learning about Students  10. Instructional Planning</p> <p><b>Creating and Maintaining Effective Environments for Student Learning</b>  11. Instructional Time  12. Physical Environment  13. Social Environment</p> <p><b>Developing as a Professional Educator</b>  14. Working with Others to Improve Student Learning  15. Professional, Legal and Ethical Obligations  16. Professional Growth</p>	<p><b>Purpose</b></p> <p>The Teaching Performance Expectations (TPEs) represent the knowledge, skills and abilities that can be assessed in a Teaching Performance Assessment. These TPEs will be subject to an extensive validity study in the Spring of 2001, which will contribute to the legal defensibility of the assessment.</p>



## **Guide for Standards Study and Analysis**

The purpose of this section is to provide Commissioners with a conceptual framework for thinking about and understanding the content of the draft standards. For each standard, a brief description of the content and purpose is provided. This is followed by several prompts for considering the category as a whole. These prompts will be used to guide discussion during oral presentation of this item at the Commission meeting.

### Category A: Program Design, Governance And Qualities

<b>DRAFT STANDARD</b>	<b>CONTENT</b>	<b>PURPOSE</b>
Standard One – Program Design	Provides for a developmental scope and sequence of coursework and fieldwork that includes opportunities to learn: to teach the K-12 state adopted curriculum; the foundations and functions of education; and the Teaching Performance Expectations. Includes a summative teaching performance assessment.	This standard sets out the design parameters for a high quality teacher education program in California. It asks program sponsors to create a program that is based on research and scholarship in the field.
Standard Two – Collaboration in Governing the Program	Calls for substantive, well-defined partnerships across subject matter preparation and pedagogical preparation providers, four year institutions, and local education agencies.	This standard assures that professional partnerships across the learning to teach continuum are substantive and actively involve all partners in the professional teacher preparation program.
Standard Three – Relationships Between Theory and Practice	Through coursework and fieldwork, the design of the program addresses educational theories and research and how they are applied in classrooms, and provides opportunities for practice.	This standard calls for prospective teachers to acquire theoretical knowledge and to apply it throughout the program as they learn to teach in contemporary classrooms.
Standard Four – Pedagogical Thought and Reflective Practice	Candidates' abilities to understand and apply pedagogical ideas and practices are fostered through discourse, classroom practice and subsequent reflection throughout the program.	This standard builds on the previous standard by providing for opportunities for extended discourse and reflection on practice in relation to theories and research as candidates gain experience in classrooms

Standard Five – Equity, Diversity and Access to the Core Curriculum	Provides that candidates learn about the roles of equity and diversity in contemporary education in California and how they impact access to the core curriculum for students. Candidates should understand the role of bias in teaching and learning.	This standard focuses on how student academic learning can be affected by how teachers understand who comes to school and how schools contribute to student outcomes. It is a specific application of Standards 3 and 4.
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Questions to Consider:

- Are the concepts addressed in this category important to the overall design and purpose of a teacher education program?
- Is the content of the standards reflective of current ideas and perspectives on teaching and learning in California?
- Will these standards lead to a teacher education program that would provide candidates a comprehensive professional education leading to a high degree of success as a beginning teacher?

**Category B: Preparation to Teach Curriculum to All Students in California Schools**

<b>DRAFT STANDARD</b>	<b>CONTENT</b>	<b>PURPOSE</b>
Standard Six – Opportunities to Learn, Practice and Reflect on Teaching in All Subject Areas	States that all candidates must be given opportunities to learn the TPE's individually and in relation to each other, and receive formative feedback on their developing abilities to teach in relation to the TPE's so they may be successful on the summative teaching performance assessment.	This standard provides that candidates will learn and practice the TPE's in the curriculum of the program, and be given formative feedback on their progress. It assures that the teaching performance assessment is attempted only after candidates have information about their teaching in relation to the TPE's.
Standard Seven A (Multiple Subject) & B (Single Subject) – Reading, Writing and Related Instruction in English	This is the previously adopted standard on the teaching of reading and writing, with modifications that specifically address the state adopted student academic content standards in English/Language Arts and the Reading/Language Arts Framework.	This standard specifies how candidates in multiple and single subject credential programs will be prepared to teach reading writing, and language arts in public schools in California as set out in the California Reading Initiative.
Standard Eight A (Multiple Subject) & B (Single Subject) Pedagogical Preparation for Subject-Specific Instruction	Describes subject-specific pedagogy in major content areas for each type of credential as specific applications of the TPE's so that candidates learn to use materials and provide instruction leading to student achievement of adopted academic content standards.	This standard specifies the teaching methods candidates must learn and apply in order to deliver content- specific, differentiated instruction for all students consistent with state adopted student standards and frameworks.

Standard 9 – Using Computer-Based Technology in the Classroom	This is the previously adopted Level 1 standard reformatted to be consistent with other standards.	This standard meets the legislative requirement for computer education for teachers for the preliminary credential. Its extension (Level 2) is found in the Professional Teacher Induction Standards.
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Questions to Consider:

- Are the main ideas addressed in this category important to the professional education of candidates in order to prepare them to teach the K-12 curriculum currently in California public schools?
- Is the content of the standards reflective of current ideas and perspectives on teaching and learning as stated in the state adopted student academic content standards and frameworks?
- Do these standards provide candidates a comprehensive learning opportunity so that they can successfully teach all students using content specific differentiated instruction in core academic subjects?

### Category C: Preparation to Teach All Students in California Schools

DRAFT STANDARD	CONTENT	PURPOSE
Standard Ten – Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning	Sets out four areas related to environment that influence outcomes in classrooms – family and community relationships; democratic principles; student health and safety; and violence prevention.	This standard is intended to meet legislative requirements and legal responsibilities of teachers in these areas, and describes the scope and attributes of professional practice for beginning teachers in each.
Standard Eleven – Preparation to Use Educational Ideas and Research	Describes three areas foundational to teachers’ understandings of children and how they learn, and the role of formal education: Child and Adolescent Development; Theories of Learning; and Social, Cultural and Historical Foundations of Education.	This standard provides that candidates will learn about how children acquire knowledge as they develop and understand the role of contemporary education in shaping their learning experiences.
Standard Twelve – Professional Perspectives Toward Teaching and Learning	Describes the ethical responsibilities of teachers to promote academic success for all students, and to participate as a member of the professional community.	This standard addresses the professional dispositions necessary for all educators.
Standard Thirteen – Teaching English Learners	Makes specific the elements of Standard 7a & b that apply to teaching English learners. Addresses teaching for English language development and acquisition of academic content in all core subjects of the curriculum.	This standard is intended to meet the requirements of AB1059, and provides that candidates will understand how teaching ELD and Reading are related.

Standard Fourteen – Preparation to Teach Special Populations in the General Education Classroom	Describes the knowledge, skills and strategies candidates need to teach students with disabilities, students with behavioral plans, and/or gifted students.	This standard is intended to meet legislative requirements formerly known as “mainstreaming” for the preliminary credential. The extension of this content for the professional credential is found in the Professional Teacher Induction Program Standards.
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Questions to Consider:

- Are the main ideas addressed in this category important to the professional education of candidates in order to prepare them to understand and teach students currently in California public schools?
- Is the content of the standards reflective of current perspectives on specific preparation of teachers to work with English Learners, special populations and on human development and learning?
- Do these standards provide candidates a comprehensive learning opportunity so that they can successfully teach all students within the organizational setting and norms of professional practice found in California public schools?

### Category D: Supervised Fieldwork in the Program

<b>DRAFT STANDARD</b>	<b>CONTENT</b>	<b>PURPOSE</b>
Standard Fifteen – Learning to Teach Through Supervised Fieldwork	Sets out the parameters of a sequence of fieldwork experiences intended to develop candidates abilities to teach in relation to the TPEs, and apply ideas and practices learned in coursework. Includes requirements for teaching in a variety of contexts over time. Differentiates between intern and student teaching experiences.	This standard states the number and kinds of experiences required in the fieldwork portion of the program for multiple and single subject candidates. It assures that all candidates will experience the range of supervised experiences necessary to be successful in CA public schools.
Standard Sixteen – Selection of Fieldwork Sites and Qualifications of Supervisors	Extends Common Standards 7 and 8 by making specific the types of school sites suitable for field experiences, and the professional qualifications, experiences and attributes to be taken into account in selecting field supervisors. Provides for the training of supervisors by qualified professionals	This standard enhances existing standards by stating the criteria programs should use to provide candidates with appropriate school-based learning experiences.
Standard Seventeen: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence	Describes the threshold of professional qualifications and readiness necessary to assume daily whole class teaching responsibilities.	This standard assures that only those candidates who are well-prepared progress to the final stage of student teaching.
Standard Eighteen: Pedagogical Assignments and Formative Assessments During the Program	Describes the progression of coursework and supervised fieldwork. Specifies the nature of the learning opportunities and assessment tasks multiple and single subject candidates experience in relation to the TPEs. Provides for specific formative feedback by trained supervisors.	This standard set the expectation that fieldwork experiences are increasingly complex, and that candidates receive timely feedback on their proficiency on the TPEs during the program from trained assessors (Std. 22).



Questions to Consider:

- Are the main ideas addressed in this category important to the professional education of candidates in order to prepare them to teach effectively in a variety of school settings?
- Does the content of the standards address the essential components of a successful supervised fieldwork sequence based on current knowledge and experience in California?
- Do these standards provide candidates a comprehensive set of learning opportunities so that they have classroom experiences with a range of students, including English Learners and special populations, that will lead them to be successful in California public schools?

### Category E: Summative Performance Assessment in the Program

DRAFT STANDARD	CONTENT	PURPOSE
Standard Nineteen: Assessment Designed for Validity and Fairness.	Program sponsors must describe the assessment they will use and how it assesses the TPE's through the use of complex assessment tasks and scoring scales. They must address fairness of use with a range of students, and show how the assessment is at least equivalent to the Commission's.	This standard is intended for use by those program sponsors who wish to develop their own teaching performance assessment. It sets out the design parameters for locally developed assessments.
Standard Twenty: Assessment Designed for Reliability and Fairness.	Program sponsors will describe how they will address issues of consistency in the assessment development and implementation of their assessment, including a design for the training of assessors for accuracy and consistency.	This standard is intended for use by those program sponsors who wish to develop their own teaching performance assessment. It sets out the parameters for consistency and accuracy for locally developed assessments.
Standard Twenty One: Assessment Administered for Validity, Accuracy and Fairness	Program sponsors will state how they will implement the teaching performance assessment to assure consistency and accuracy of scoring of candidate responses in relation to the adopted passing standard. They will state how the assessment administration will be fair to all candidates.	This standard is intended for use by those program sponsors who develop their own assessments and those who use the Commission developed assessment. It focuses on how program sponsors will administer the assessment they have selected.

Standard Twenty Two: Assessor Qualifications and Training	Establishes criteria for assessor qualifications, assessor training and ongoing calibration, and assignment of assessors to the scoring of pedagogical assessment tasks.	This standard is intended for use by those program sponsors who develop their own assessments and those who use the Commission developed assessment.
Standard Twenty Three: Assessment Administration, Resources and Reporting	Specifies how scores are reported and subsequently used to inform candidates and as one basis for recommendation for a preliminary credential. Describes expectations for documentation, resource allocation to support the assessment, and for use of aggregate results for program improvement.	This standard is intended for use by those program sponsors who develop their own assessments and those who use the Commission developed assessment. This standards describes administrative practices associated with the assessment.

#### Questions to Consider:

- Do the standards address the essential components of a summative performance assessment?
- Are the main ideas addressed in this category important to the design and administration of a summative teaching performance assessment?
- Do the standards allow provide both the guidance and flexibility for program sponsors necessary to develop and/or administer a teaching performance assessment on their campus?
- Do these standards provide for a comprehensive set of learning opportunities for candidates to learn the Teaching Performance Expectations? To receive a fair and accurate score on the teaching performance assessment?



**Draft Standards of Quality and Effectiveness for  
Professional Teacher Preparation Programs**

**January 21, 2000**

**Based on Recent Discussion and Decisions by the Advisory Panel  
for the Development of Teacher Preparation Standards (SB 2042),  
California Commission on Teacher Credentialing, Including  
Changes Made on December 1, 2000.**

**A Draft Document for Review by the California Commission  
on Teacher Credentialing on February 8, 2001.**



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## **Preliminary Draft Professional Teacher Preparation Program Standards**

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December 14, 2000

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**Appendix: Teaching Performance Expectations**

## **Category A: Program Design, Governance and Qualities**

### **Introduction to Category A**

Category A describes the essential elements of program design that must be addressed by sponsors of professional teacher preparation programs in order to develop and deliver high quality professional teacher preparation. High quality professional teacher preparation is characterized by an intentionally and carefully designed set of sequential learning experiences that are delivered through both coursework and field experiences and that integrate a clearly defined body of professional knowledge throughout the program.

The design must also illustrate how the professional teacher preparation program is aligned with other education policy initiatives and reforms related to teaching students in California's public schools. These include state-adopted academic content standards for students, new curriculum frameworks and instructional materials, and the high school exit examination. Consistency of preparation is a critical element in preparing teachers to work in the data-driven, standards-based, high accountability public school system. For the first time, program sponsors must now prepare candidates to demonstrate individual competence on a summative Teaching Performance Assessment based on a set of Teaching Performance Expectations (TPEs) that reflect both the context and curriculum for K-12 public schools in the state. The TPEs are provided in the Appendix to this document. Program sponsors will need to include opportunities for each candidate to learn and practice the TPE's throughout the program, and to provide feedback to candidates on their progress in teaching.

Under the proposed new system of professional preparation, the architecture for credentialing has been redesigned. It will no longer be possible to obtain a professional clear credential as the initial credential. Candidates will be eligible for a preliminary teaching credential upon successful completion of the professional teacher preparation program, including the Teaching Performance Assessment. A professional teaching credential can only be obtained upon completion of a two-year professional teacher induction program that begins with initial employment as a teacher of record. Articulation and collaboration between sponsors of professional teacher preparation and professional teacher induction programs is now a critical component of high quality preparation programs. It is intended that such collaboration will result in a continuous, connected experience of learning to teach for candidates across the three years of professional education, and in smooth transitions across program boundaries.

Unless otherwise stated, program standards and elements in this document apply to all forms of program delivery (i.e., post baccalaureate programs, blended programs, internships, and pre-internships).

## **Program Standard 1: Program Design**

The professional teacher preparation program and its prerequisites include a purposeful, developmentally designed sequence of coursework and field experiences that effectively prepare candidates to teach all K-12 students and understand the contemporary conditions of schooling. The sequenced design of the program is based on a clearly stated rationale that has a sound theoretical and scholarly foundation anchored to the knowledge base of teacher education. By design, the program provides extensive opportunities for candidates to (a) learn to teach the academic curriculum set forth in state-adopted academic content standards for students, instructional materials and curriculum frameworks; (b) know and understand the foundations of education and the functions of schools in society; and (c) develop pedagogical competence as defined by the Teaching Performance Expectations (TPEs) provided in the Appendix. Based on the TPEs, a fair, reliable and valid assessment system, the Teaching Performance Assessment is embedded by design in the program.

### **Program Elements for Standard 1: Program Design**

*An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements:*

- (a) The design of the program and the selection of prerequisites are clearly grounded in a well-reasoned rationale, which draws on sound scholarship and theory anchored to the knowledge base of teacher education, is articulated clearly, and is evident in the delivery of the program's coursework and fieldwork.
- (b) In the program and its prerequisites, coursework and fieldwork are designed and sequenced to reflect principles of teacher development, and to address the emerging, developing needs of prospective classroom teachers enrolled in the program. The program design's rationale rests in part on adult learning theory and research.
- (c) Throughout the program, coursework and field experiences are interrelated to form a cohesive set of learning experiences for each teacher candidate. Each candidate gains a clear understanding of the realities of California public education.
- (d) In conjunction with the subject matter requirement for the teaching credential, each candidate in the program understands the state-adopted academic content standards for students. The candidate learns how to teach the content of the standards to all students using state-adopted instructional materials, to assess student progress in relation to scope and sequence of the standards and to apply these understandings in teaching K-12 students.

**Program Standard 1 (Continued)**

- (e) Coursework and field experiences utilize a variety of strategies for professional instruction and provide multiple opportunities for candidates to learn and practice the Teaching Performance Expectations in Appendix A.
- (f) By design, coursework and fieldwork comprehensively assist candidates in preparing to take and pass the embedded Teaching Performance Assessment (TPA). In the program, TPA-related assistance includes designed opportunities for candidates to practice the assessment tasks prior to participating in the TPA.
- (g) The program design includes planned processes for the comprehensive assessment of individual candidates on all competencies addressed in the program beyond what is assessed in the Teaching Performance Assessment (TPA). Criteria are established for individual candidate competency, and a clear definition of satisfactory completion of the professional teacher preparation program is established and utilized to make individual recommendations for the preliminary teaching credential.

## **Program Standard 2: Collaboration in Governing the Program**

Sponsors of the professional teacher preparation program establish collaborative partnerships that contribute substantively to the quality and effectiveness of the design and implementation of candidate preparation. Partnerships address significant aspects of professional preparation, and include collaboration between (a) subject matter preparation providers and pedagogical preparation providers; and (b) at least one four-year institution of postsecondary education and at least one local education agency that recruits and hires beginning teachers. Participants cooperatively establish and review the terms and agreements of partnerships, including (a) partners' well-defined roles, responsibilities and relationships; and (b) contributions of sufficient resources to support the costs of effective cooperation.

### **Program Elements for Standard 2: Collaboration in Governing the Program**

*An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.*

- a) In each partnership, collaboration includes purposeful, substantive dialogue in which the partners contribute to the structured design of the professional preparation program and monitor its implementation on a continuing basis. Collaborative dialogue effectively assists in the identification and resolution of program issues and candidate needs.
- (b) Collaborative partners establish working relationships, coordinate joint efforts, and rely on each other for contributions to program quality. In discussing program issues, partners value the multiple perspectives of the respective members, and they draw openly on members' intellectual knowledge, professional expertise and practical skills.
- (c) Partners collaborate in developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of cooperating teachers; and assessment and verification of teaching competence.
- (d) Through substantive dialogue with subject matter preparation providers, the sponsors of pedagogical preparation programs facilitate candidates' transition into the professional education program by relating the teacher preparation curriculum to significant concepts, principles and values that are embedded in the subject matter preparation of candidates.



**Program Standard 2 (Continued)**

- (e) The teacher preparation program sponsors establish one or more intensive partnerships with representatives of schools where candidates engage in program-based fieldwork. The program-based fieldwork component offers opportunities for purposeful involvement in collaborative partnership(s) for the design and delivery of programs by parent and community organizations, county offices of education, educational research centers, business representatives, and teachers' bargaining agents. Dialogues pertaining to the overall availability and services of supervising teachers within the fieldwork component include bargaining units that represent teachers at the fieldwork sites. In internship programs, partnerships with bargaining agents address these program issues as well as those enumerated in Element (c) above.
- (f) The sponsors of the teacher preparation program establish a collaborative partnership with the sponsors of one or more professional induction programs for beginning teachers giving priority to those induction programs where program completers are likely to be hired. The purposes and effective accomplishments of such a partnership include (a) articulating the contents of the professional teacher preparation program and the professional teacher induction program, and (b) facilitating transitions for prospective and beginning teachers.
- (g) Collaborative partners recognize the critical importance of teacher preparation in K-12 schools and post-secondary education by substantively supporting the costs of cooperation through contributions of sufficient human and fiscal resources.

### **Program Standard 3: Relationships Between Theory and Practice**

By design, the professional teacher preparation program provides extensive opportunities for candidates to analyze, implement and reflect on the relationships between theory and practice related to teaching and learning. In coursework, classroom observations and supervised fieldwork, candidates examine educational theories and research and their relationships to (a) pedagogical strategies and options, and (b) student accomplishments, attitudes and conduct. Working collaboratively, course instructors and field supervisors encourage and enable candidates to use and reflect on their understanding of relevant theory and research in making instructional decisions and improving pedagogical practices.

#### **Program Elements for Standard 3: Relationships Between Theory and Practice**

*An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.*

- (a) In the program, the structured design of coursework and fieldwork includes coherent recurring examination of a broad range of foundational issues and theories and of their relationships to professional practices in schools and classrooms.
- (b) Each candidate becomes acquainted with research-based theories and principles of human learning and development. Each candidate reflects on how these theories and practices inform school policies and practices, and affect student conduct, attitudes and achievements.
- (c) Coursework and fieldwork that address curriculum, instruction and assessment explicitly articulate and consistently draw on basic educational principles that underlie effective professional practice.
- (d) Throughout the program, each candidate learns to make and reflect on instructional decisions that represent informed applications of relevant educational theories and research.
- (e) Program faculty and field supervisors explain and illustrate a variety of models of teaching. They guide and coach candidates to select and apply these models contextually (i.e., in pedagogical circumstances in which the models are most effective).

## **Program Standard 4: Pedagogical Thought and Reflective Practice**

By design, the professional teacher preparation program fosters the ability of candidates to evaluate instructional alternatives, articulate the pedagogical reasons for instructional decisions, and reflect on their teaching practices. The program includes literature-based analyses and critical discussions of educational and instructional issues that teachers and students face in California schools. Candidates try out alternative approaches to planning, managing and delivering instruction. They learn to assess instructional practices in relation to (a) state-adopted academic content standards for students and curriculum frameworks; (b) principles of human development and learning; and (c) the observed effects of different practices.

### **Program Elements for Standard 4: Pedagogical Thought and Reflective Practice**

*An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.*

- (a) The program consistently articulates and models the importance of reflecting on practice and assessing alternative courses of action in teaching. Candidates learn to select and use materials, plan presentations, design activities and monitor student progress by thoughtfully assessing student needs, defining important instructional goals, considering alternative strategies, and reflecting on prior decisions and their effects.
- (b) In the program, each candidate reads, begins to analyze, discusses and evaluates professional literature pertaining to important contemporary issues in California schools and classrooms. Each becomes acquainted with and begins to use sources of professional information in making decisions about teaching and learning.
- (c) As candidates begin to develop professionally, the program encourages them to examine their own pedagogical practices. Through reflection, analysis, and discussion of these practices, each candidate learns to make informed decisions about teaching and learning.
- (d) In the program, each candidate learns to teach and reflect on curriculum-based subject matter content in relation to (1) pedagogical perspectives embedded in state-adopted academic content standards, curriculum frameworks and instructional materials; (2) the intellectual, ethical, social, personal and physical development of students; (3) significant developments in the disciplines of knowledge; and (4) the context of California's economy and culture.
- (e) The program fosters each candidate's realization that the analysis and assessment of alternative practices promote a teacher's professional growth. Each candidate learns to make pedagogical decisions based on multiple sources of information, including state-adopted materials and curriculum frameworks, other professional literature, consultations with colleagues, and reflections on actual and potential practices.

## **Program Standard 5: Equity, Diversity and Access to the Core Curriculum**

In the professional teacher preparation program, each candidate examines principles of educational equity and diversity and their implementation in curriculum content and school practices for all students. The program provides each candidate with the capacity to assist all students to access the core curriculum. Throughout the program, coursework and fieldwork attend to the implications of California's current socioeconomic, linguistic, racial, cultural, ethnic and gender diversity for teaching and learning. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal bias, and to recognize and ameliorate the effects of institutional bias.

### **Program Elements for Standard 5: Equity, Diversity and Access to the Core Curriculum**

*An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.*

- a) The program prepares candidates to effectively teach diverse students by increasing their knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provides access to the core curriculum and leads to high achievement for all students.
- b) The program design includes study and discussion of the historical and cultural traditions of the major cultural and ethnic groups in California society, and examination of effective ways to include cultural traditions and community values and resources in the instructional program of a classroom.
- c) The program develops each candidate's ability to recognize and minimize bias in the classroom, and to create an equitable classroom community that contributes to the physical, social, emotional and intellectual safety of all students.
- d) The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations related to gender, and to apply pedagogical practices that create gender-fair learning environments.
- e) The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.
- f) The program provides each candidate with the capacity to recognize students specific learning needs, place students in appropriate contexts for learning, assist students to have access to needed resources for learning, and, where appropriate, provide students with opportunities to engage in extracurricular activities.

## **Category B: Preparation to Teach Curriculum To All Students in California Schools**

### **Introduction to Category B**

Category B establishes a direct linkage with the state-adopted academic content standards for students, and describes the ways in which sponsors of teacher preparation programs must prepare multiple and single subject candidates to teach to these standards.

The standards and elements in Category B focus on providing candidates with opportunities to learn, practice, and reflect on the content and pedagogy of teaching in all subject areas for Multiple Subject (MS) credentials, and in specific discipline-based content and pedagogy for Single Subject (SS) credentials. The program expectation is that candidates gain increased understanding of how to teach the state-adopted academic content standards for students through a thoughtfully designed, coherent sequence of courses and field experiences. Candidates are expected to demonstrate increasingly complex levels of knowledge and skills to teach standards-based curriculum that is informed and guided by student assessment results from multiple measures of learning. Embedded in the curriculum of coursework and field experiences are formative and summative assessments that grow out of the logical sequence of pedagogical learning activities, assignments, and tasks that are designed to contribute to the candidate's capacity to pass the summative Teaching Performance Assessment.

In the program, Multiple Subject candidates practice the Teaching Performance Expectations (TPEs) within the teaching of each major subject area, and Single Subject candidates practice the TPEs within instruction in the subject to be authorized by the credential. The TPEs are provided in the Appendix to this document.

The elements in Program Standard 7 related to instruction in reading and related language arts comply with current provisions of the California Education Code. The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Preliminary Teaching Credential to deliver a comprehensive program of instruction in reading, writing and related language arts and prepares Single Subject (SS) candidates to provide instruction in content-based reading and writing skills for all students.

Principles and methods for teaching the state-adopted academic content standards for students have many features and qualities that are applicable across subject areas. At the same time, subject-specific applications of these broader principles and methods of instruction are essential because these principles take different forms and have different levels of importance in the subjects of mathematics, science, history/social science, the visual and performing arts, physical education, and health. For these reasons, Program Standard 8 specifies pedagogical applications in individual subject areas.

## **Program Standard 6: Opportunities to Learn, Practice and Reflect on Teaching in All Subject Areas**

The professional teacher preparation program provides multiple opportunities for each candidate to learn, practice and reflect on each Teaching Performance Expectation (TPE). Embedded in the planned curriculum of coursework and fieldwork are formative assessments of each candidate's performance on pedagogical assignments and tasks, some of which resemble those used in the Teaching Performance Assessment (TPA). Formative assessment activities are designed to contribute to the candidate's overall demonstrations of competence and the capacity to pass the summative TPA embedded in the program. By design the program's curricula directly addresses the common TPEs separately and collectively in order to teach the K-12 curriculum.

### **Program Elements for Standard 6: Opportunities to Learn, Practice and Reflect on Teaching**

*An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.*

- a) In the program, each candidate has multiple opportunities to learn, practice and reflect on each Teaching Performance Expectation (TPE) within a systematic, comprehensive curriculum and to understand important connections and practical relationships among the elements of coherent professional practice.
- b) During the program's coursework and fieldwork, each candidate's assignments and tasks include well-designed formative assessments that resemble the pedagogical assessment tasks in the Teaching Performance Assessment (TPA). Each candidate is provided informative, helpful feedback regarding the candidate's progress toward meeting the TPEs, and this feedback contributes to each candidate's preparation to perform well in the TPA.
- c) In the program, formative and summative assessment tasks are part of the fabric of ongoing coursework and fieldwork activities; they fit into and grow out of the logical sequence of pedagogical learning activities in the program.
- d) In the program, formative and summative assessment tasks that address the full range of pedagogical competencies that comprise the program are part of the fabric of ongoing coursework and field experiences.

## **Program Standard 7: Preparation to Teach Reading-Language Arts**

### **Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English**

The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential to deliver a comprehensive program of systematic instruction in reading, writing and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. The program provides candidates with systematic and explicit instruction in teaching basic reading skills, including comprehension strategies, for all students, including students with varied reading levels and language backgrounds. The Multiple Subject preparation program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidate's field experience(s), internship(s), and/or student teaching assignment(s). The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in diverse classrooms where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and who collaborate with institutional supervisors and instructors.

### **Program Elements for Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English**

*An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.*

- a) Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to well-designed instructional programs. This instruction enables her/him to provide a comprehensive, systematic program of instruction to students. The reading and language arts instruction for students includes systematic, explicit and meaningfully-applied instruction in reading, writing, and related language skills, as well as strategies for English language learners and speakers of English, all of which is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework.
- b) For each candidate, the study of reading and language arts methods includes strong preparation for teaching comprehension skills; a strong literature component; strategies that promote and guide pupil independent reading; and instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English learners.

**Program Standard 7-A (Continued)**

- c) Each candidate's instruction and field experience include (but are not limited to) the following components:
- Instruction and experience with a range of textual, functional and recreational instructional materials, as well as a variety of literary and expository texts, including materials that reflect cultural diversity, in teacher-supported and in independent reading contexts.
  - Instruction and experience in developing student background knowledge and vocabulary, and in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.
  - Instruction and experience in promoting the use of oral language in a variety of formal and informal settings.
  - Instruction and experience in writing instruction, including writing strategies, writing applications, and written and oral English language conventions.
- d) For each candidate, the study of reading and language arts methods includes instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing, including phonemic awareness; direct, systematic, explicit phonics; and decoding skills, including spelling patterns, sound/symbol codes (orthography), and extensive practice in reading and writing connected text.
- e) For each candidate, the study of reading and language arts includes knowledge of the roles of home and community literacy practices, instructional uses of ongoing diagnostic strategies that guide teaching and assessment, early intervention techniques in a classroom setting, and guided practice of these techniques.
- f) For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language, and methodologically sound research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.
- g) As a specific application of Standard 2, the institution provides adequate resources to staff reading and language arts courses, including sufficient numbers of positions for instructional faculty and field supervisors. In order to deliver appropriate instruction and support to candidates, the program provides sufficient resources to build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to reading and language arts instruction.
- h) As a specific application of Standard 7, field experiences, student teaching assignments, and internships are designed to establish cohesive connections among the Reading Instruction Competence Assessment (RICA) content specifications, reading methods coursework, and the practical experience components of the program, and include ongoing opportunities to participate in effective reading instruction that complies with current provisions of the California Education Code.



**Program Standard 7-A (Continued)**

- i) The field experience site placement(s) and/or supervised teaching assignment(s) of each candidate include(s) extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught.
- j) As a specific application of Standard 8, the institution collaborates with district personnel in establishing criteria for the selection of classroom teachers to supervise candidates. The program provides for careful and thorough communication and collaboration among field site supervisors, student teaching supervisors, and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing and related language instruction.

## **Standard 7-B: Single Subject Reading, Writing and Related Language Instruction in English**

The professional teacher preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Single Subject Teaching Credential to provide instruction in content-based reading and writing skills for all students, including students with varied reading levels and language backgrounds. The program places all candidates for a Single Subject Credential in diverse field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and are aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework, and who cooperate with institutional supervisors and instructors. The Single Subject Credential Program includes a significant practical experience component in reading that is connected to the content of coursework and that takes place during each candidate's field experience(s), internship(s), or student teaching assignment(s).

### **Program Elements for Standard 7-B: Single-Subject Reading, Writing and Related Language Instruction in English**

*An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.*

- a) Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to well-designed instructional programs, which enables candidates to provide a comprehensive, systematic program of instruction that is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework and that includes explicit and meaningfully-applied instruction in reading, writing and related language skills and strategies for English language learners and speakers of English.
- b) For each candidate, the study of reading and language arts methods includes a rich array of effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds.

**Program Standard 7-B (Continued)**

- c) Each candidate's instruction and field experience include (but are not limited to) the following components:
- Instruction and field experience for teaching comprehension skills, including strategies for developing student background knowledge and vocabulary, and explicit instruction in reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.
  - Instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading, including decoding skills and spelling patterns.
  - Instruction and experience in using diagnostic assessment strategies for individualized content-based reading instruction, and strategies for promoting the transfer of primary language reading skills into English language reading skills.
  - Instruction and experience in promoting the use of oral and written language in a variety of formal and informal settings including teaching writing strategies for increasing content knowledge.
- d) For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language, and methodologically sound research on how students learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.
- e) As a specific application of Standard 2, the institution provides adequate resources to staff content-based reading methods courses, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors, and provides sufficient resources to build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to content-based reading instruction.
- f) As a specific application of Standard 7, field experiences, student teaching assignments and internships are designed to establish cohesive connections among reading methods coursework, other related coursework and the practical experience components of the program, and include ongoing opportunities to participate in effective reading instruction that complies with current provisions of the California Education Code.
- g) As a specific application of Standard 8, the institution collaborates with district personnel in establishing criteria for the selection of classroom teachers to supervise candidates, and provides for careful and thorough communication and collaboration among field site supervisors, student teaching supervisors and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing and related language instruction.

## **Program Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction**

### **Program Standard 8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates**

In subjects other than Reading-Language Arts, the professional teacher preparation program provides introductory coursework and supervised practice that begin to prepare each candidate for a Multiple Subject (MS) Teaching Credential to plan and deliver content-specific instruction consistent with state-adopted academic content standards for students and curriculum frameworks in the following major subject areas: mathematics, science, history-social science, the visual and performing arts, physical education, and health. In the program, MS candidates apply Teaching Performance Expectations (TPEs) to the teaching of each major subject area, and they learn and use specific pedagogical knowledge and skills that comprise the subject-specific TPEs for Multiple Subject Candidates. In each major subject area, MS candidates demonstrate basic ability to plan and implement instruction that fosters student achievement of state-adopted academic content standards for students, using appropriate instructional strategies and materials. In the program, candidates begin to interrelate ideas and information within and across the major subject areas.

### **Program Elements for Standard 8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple-Subject (MS) Candidates**

*An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.*

a) *Mathematics.* During interrelated activities in program coursework and fieldwork, MS candidates learn about the interrelated components of a balanced program of mathematics instruction: computational and procedural skills; conceptual understanding of the logic and structure of mathematics; and problem-solving skills in mathematics. They learn to (1) recognize and teach logical connections across major concepts and principles of the state-adopted academic content standards for students in mathematics (K – 8), (2) enable K – 8 students to apply learned skills to novel and increasingly complex problems; (3) model and teach students to solve problems using multiple strategies; (4) anticipate, recognize and clarify mathematical misunderstandings that are common among K – 8 students; (5) design appropriate assignments to develop student understanding, including appropriate problems and practice exercises; and (6) interrelate ideas and information within and across mathematics and other subject areas.

b) *Science.* During interrelated activities in program coursework and fieldwork, MS candidates learn to (1) relate the state-adopted academic content standards for students in Science (K -8) to major concepts, principles and investigations in the science disciplines; (2) plan and implement instruction in which physical science, life science and earth science standards are achieved in conjunction with the investigation and experimentation standards in the science subjects (K-8); (3) plan and organize effective laboratory and field activities in which K-8 students learn to ask important questions and acquire increasingly

complex investigation skills; and (4) to interrelate ideas and information within and across science and other subject areas.

c) *History-Social Science.* During interrelated activities in program coursework and fieldwork, MS candidates learn to (1) teach state-adopted academic content standards for students in History while helping students to learn and use basic analysis skills in history and social science; (2) enrich the study of history by drawing on social science concepts, case studies and cross-cultural activities; (3) incorporate basic critical thinking skills and study skills into content-based instruction; and (4) utilize active forms of social studies learning, including simulations, debates, research activities and cooperative projects. MS candidates begin to interrelate ideas and information within and across history/social science and other subject areas.

d) *Visual and Performing Arts.* During interrelated activities in program coursework and fieldwork, MS candidates learn specific teaching strategies that are effective in achieving the goals of artistic perception; creative expression; understanding the cultural and historical origins of the arts; and making informed judgments about the arts. In the program, candidates learn to teach how various art forms relate to each other and to other subjects.

e) *Physical Education.* During interrelated activities in program coursework and fieldwork, MS candidates learn content-specific teaching strategies that are effective in achieving the goals of the development of a variety of motor skills and abilities in students; student recognition of the importance of a healthy lifestyle; student knowledge of human movement; student knowledge of the rules and strategies of games and sports; and student self-confidence and self-worth in relation to physical education and recreation.

f) *Health.* During interrelated activities in program coursework and fieldwork, MS candidates learn content-specific teaching strategies that are effective in achieving the goals of the acceptance of personal responsibility for lifelong health; respect for and promotion of the health of others; understanding of the process of growth and development; and informed use of health-related information, products, and services.

## **Program Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates**

In the subject to be authorized by the Single Subject Teaching Credential, the professional teacher preparation program provides substantive instruction and supervised practice that effectively prepare each candidate for an SS Credential to plan and deliver content-specific instruction that is consistent with (1) the state-adopted academic content standards for students and/or curriculum framework in the content area, and (2) the basic principles and primary values of the underlying discipline. The program provides multiple opportunities for each SS candidate (1) to apply the Teaching Performance Expectations (TPEs) in Appendix A to instruction in the subject to be authorized by the credential, and (2) to learn, practice and reflect on the specific pedagogical knowledge and skills that comprise the Commission adopted subject-specific TPEs. In the program, each SS candidate demonstrates basic ability to: plan and organize instruction to foster student achievement of state-adopted K-12 academic content standards for students in the subject area; use instructional strategies, materials, technologies and other resources to make content accessible to students; and interrelate ideas and information within and across major subdivisions of the subject.

### **Program Elements for Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single-Subject (SS) Candidates**

*An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.*

- (a) *Mathematics.* During interrelated activities in program coursework and fieldwork, SS mathematics candidates acquire a deep understanding of the interrelated components of a balanced program of mathematics instruction: computational and procedural skills; conceptual understanding of the logic and structure of mathematics; and problem solving skills in mathematics. They learn to (1) recognize and teach logical connections across major concepts and principles of the state-adopted K-12 academic content standards for students in Mathematics (7-12); (2) enable 7-12 students to apply learned skills to increasingly novel and complex problems; (3) demonstrate and teach multiple solution strategies for broad categories of problems; (4) anticipate, recognize and clarify mathematical misunderstandings that are common among 7-12 students; and (5) design exercises for practicing mathematics skills, including the selection of appropriate problems for practice exercises.

**Program Standard 8-B (Continued)**

- (b) *Science.* During interrelated activities in program coursework and fieldwork, SS science candidates learn to (1) relate the state-adopted K-12 academic content standards for students in Science (7-12) to major concepts, principles and investigations in the science disciplines; (2) plan and implement instruction in which physical science, life science and earth science standards are achieved in conjunction with the investigation and experimentation standards in the science subjects (7-12); and (3) plan and organize effective laboratory and/or field activities in which 7-12 students learn to ask important questions and conduct careful investigations.
- (c) *History-Social Science.* During interrelated activities in program coursework and fieldwork, SS history/social science candidates learn and practice ways to (1) state-adopted K-12 academic content standards for students in History while helping students to use history-social science analysis skills at intermediate and advanced levels; (2) apply social science concepts to historical issues and enrich the study of history through in-depth case studies, historical literature, and cross-cultural activities; (3) encourage civic participation through studies of democratic civic values and constitutional principles; (4) deal honestly and accurately with controversial issues in historical or contemporary contexts; (5) discuss important roles of religion in world and United States history without bias; (6) incorporate a range of critical thinking skills and academic study skills into social studies instruction; and (7) utilize active forms of social science learning with all students, including simulations, debates, research studies and cooperative projects.
- (d) *English.* During interrelated activities in program coursework and fieldwork, SS English candidates learn and practice ways to: (1) teach advanced skills and understandings in the use of oral and written language as described in the state-adopted academic content standards for students in English Language Arts using specific methods such systematic comprehension support, analysis of informational and literary texts, use of technology for research support and editing, and direct instruction of various writing applications, strategies, and written and oral conventions; (2) understand how to teach the purposes and characteristics of the major genres of literature; (3) teach a strong literature, language, and comprehension program that includes oral and written language; and (4) increase their knowledge and skills of content based reading and writing methods, building on a foundation of linguistics that includes the phonological/ morphological structure of the English language.

**Program Standard 8-B (Continued)**

- (e) *Art, Music or Drama.* During interrelated activities in program coursework and fieldwork, SS art, music and drama candidates learn, understand and use specific teaching strategies and activities for achieving the fundamental goals of the *Visual and Performing Arts Framework* including (1) processing sensory information through elements unique to art, music or drama (artistic perception); (2) producing works in art, music or drama (creative expression); (3) understanding the cultural and historical origins of art, music or drama (aesthetic valuing). In the program, candidates for SS Credentials are prepared to guide 7-12 students during the production of expressive works and in discussions that focus on analysis and interpretation of their own work and the work of others.
- (f) *Physical Education.* During interrelated activities in program coursework and fieldwork, SS physical education candidates learn, understand and use content-specific teaching strategies for achieving the fundamental goals of the *Physical Education Framework* including (1) developing motor skills and abilities through varied activities, (2) developing health-enhancing levels of physical fitness, (3) knowing and understanding principles of human movement, and (4) practicing sportsmanship and social development in games and sports.
- (g) *Languages Other than English.* During interrelated activities in program coursework and fieldwork, SS candidates learn to teach the fundamental goals of the *Foreign Language Framework* and to (1) teach in a proficiency-oriented program of foreign language instruction that facilitates substantive communication orally and in writing, (2) demonstrate a high level of proficiency in the language that allows them to conduct their classes with ease and confidence with varied instructional levels, (3) use appropriate and varied language with accuracy and fluency, (4) know structural rules and practical use of the target language and validate the variation and usage of the home languages of their students. Each candidate is prepared to teach students to use the language of study to exchange information in a variety of contexts; assist students to develop proficiency in hearing, speaking, reading and writing the target language; enable students to understand cultures and societies in which the language is spoken; and develop students' insights into the nature of language.
- (h) *Health Science.* During interrelated activities in program coursework and fieldwork, SS health science candidates learn to (1) plan and implement instruction based on the *Health Framework for California Public Schools*, (2) create a learning climate sensitive to the health-related needs of all students, (3) implement instructional strategies which result in students' understanding of scientifically based principles of health promotion and disease prevention, incorporating that knowledge into personal health-related attitudes and behaviors, and making good health a personal priority, (4) link instruction to the health of students' family, school and community, and (5) initiate instruction which enhances students' resiliency and supports their development of positive assets.



**Program Standard 8-B (Continued)**

- (i) *Agriculture.* During interrelated activities in program coursework and fieldwork, SS agriculture candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area. In authorizations of Single Subject Teaching Credentials for agriculture, candidates for SS Credentials learn and practice important Teaching Performance Expectations during the teaching of the intended subject as envisioned in state and national policy frameworks.
- (j) *Business Education.* During interrelated activities in program coursework and fieldwork, SS business candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area. In authorizations of Single Subject Teaching Credentials for business education, candidates for SS Credentials learn and practice important Teaching Performance Expectations during the teaching of the intended subject as envisioned in state and national policy frameworks.
- (k) *Home Economics.* During interrelated activities in program coursework and fieldwork, SS home economics candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area. In authorizations of Single Subject Teaching Credentials for home economics, candidates for SS Credentials learn and practice important Teaching Performance Expectations during the teaching of the intended subject as envisioned in state and national policy frameworks.
- (l) *Industrial Technology.* During interrelated activities in program coursework and fieldwork, SS industrial technology candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area. In authorizations of Single Subject Teaching Credentials for industrial technology, candidates for SS Credentials learn and practice important Teaching Performance Expectations during the teaching of the intended subject as envisioned in state and national policy frameworks.

## **Program Standard 9: Using Computer-Based Technology in the Classroom**

In the professional teacher preparation program, each candidate learns and begins to use appropriately computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge of current basic computer hardware and software terminology and demonstrates competency in the operation and care of computer related hardware. Each candidate demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of computer-based technology. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Each candidate is able to select and evaluate digital media and software for effective use in relation to the adopted academic curriculum.

### **Program Elements for Standard 9: Using Computer-Based Technology in the Classroom**

*An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.*

- a) Each candidate is familiar with basic principles of operation of computer hardware and software, (e.g. cleaning input devices, avoiding proximity to magnets, proper startup and shut down sequences, scanning for viruses, and formatting storage media) and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support (e.g. checking the connections, isolating the problem components, distinguishing between software and hardware problems).
- b) Each candidate uses computer applications to manage records (e.g. gradebook, attendance, and assessment records) and to communicate through printed media (e.g. newsletters incorporating graphics and charts, course descriptions, and student reports).
- c) Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative tools (e.g. threaded discussion groups, newsgroups, list servers, online chat, and audio/video conferences).
- d) Each candidate examines a variety of current educational digital media and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools. (See California State guidelines and evaluations).
- e) Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.

**Program Standard 9 (Continued)**

- f) Each candidate demonstrates competence in the use of electronic research tools (e.g. access the Internet to search for and retrieve information and the ability to assess the authenticity, reliability, and bias of the data gathered.
- g) Each candidate considers the content to be taught and selects the best technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.
- h) Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.
- i) Each candidate demonstrates knowledge of copyright issues (e.g. distribution of copyrighted materials and proper citing of sources and of privacy, security, and safety issues (e.g. appropriate use of chatrooms, confidentiality of records including graded student work, publishing names and pictures of minors, and Acceptable Use Policies).



# **Category C: Preparation to Teach All Students in California Schools**

## **Introduction to Category C**

### **Introduction to Category C**

Category C addresses major concepts and principles related to how teachers understand, approach and interact with their students. A critical component of effective professional teacher preparation is the development of an understanding of who comes to school and how a teacher's own knowledge and understandings of children and adolescents influence and impact the environment for student learning and student achievement. Equally important is the development of professional perspectives on teaching itself, including individual dispositions and a sense of efficacy. At the same time candidates must learn how schools function within the larger society, and become familiar with educational research that addresses the foundations of formal education, and its organization and implementation in contemporary contexts.

The program standards in Category C provide candidates opportunities to learn, practice and reflect on the environment for student learning, professional dispositions and perspectives toward student learning and the teaching profession, and the development of additional pedagogical skills for differentiating instruction for two unique groups of students, English learners and special needs students served in the mainstream classroom. These understandings and specific skills inform teachers as they differentiate instruction for their students based on their assessed academic achievement and are critical to the academic success of all children in the classroom.

## **Program Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning**

The professional teacher preparation program provides multiple opportunities for candidates to learn how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being. Candidates learn about the effects of student health and safety on learning; and they study the legal responsibilities of teachers related to student health and safety. They learn and apply skills for communicating and working constructively with students, their families and community members. They understand when and how to access site-based and community resources and agencies, including social, health, educational and language services, in order to provide integrated support to meet the individual needs of each student.

### **Program Elements for Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning**

*An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.*

- a) Through planned prerequisite and/or professional preparation, each candidate studies, learns and begins to apply concepts and strategies that contribute to respectful and productive teacher relationships with families and local communities, with emphasis on:
  - knowledge of major laws and principles that address student rights and parent rights pertaining to student placements;
  - the effects of family involvement on teaching, learning and academic achievement;
  - knowledge of and respect for diverse family structures, community cultures and child rearing practices;
  - effective communication with all families; and
  - the variety of support and resource roles that families may assume within and outside the school.
- b) Through planned prerequisite and/or professional preparation, each candidate studies, learns and begins to apply major concepts, principles, and values necessary to create and sustain a just, democratic society and applies them in school and classroom settings.

**Program Standard 10 (Continued)**

- c) Through planned prerequisite and/or professional preparation, each candidate studies and learns major laws, concepts and principles related to student health and safety and begins to apply concepts and strategies that foster student health and contribute to a healthy environment for learning, with emphasis on:
  - 1) the health status of children and youth, its impact on students' academic achievement and how common behaviors of children and adolescents can foster or compromise their health and safety;
  - 2) common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school;
  - 3) effective strategies for encouraging the healthy nutrition of children and youth; and
  - 4) knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco; and ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems.
- d) Through planned prerequisite and/or professional preparation, candidates begin to learn to anticipate, recognize and defuse situations that may lead to student conflict or violence. Candidates have opportunities to learn and practice effective strategies and techniques for crisis prevention and conflict management and resolution in ways that contribute to respectful, effective learning environments.
- e) Through planned prerequisite and/or professional preparation, candidates learn about the range of social, health, educational and language-related service agencies and other resources that are available at school and off-campus, particularly ones that promote student health and school safety, and reduce school violence.

## **Program Standard 11: Preparation to Use Educational Ideas and Research**

Through planned prerequisite and/or professional preparation, candidates learn major concepts, principles, theories and research related to child and adolescent development; human learning; and the social, cultural and historical foundations of education. Each candidate examines how selected concepts and principles are represented in contemporary educational policies and practices in California schools. Candidates define and develop their professional practice by drawing on their understanding of educational foundations and their contemporary applications.

### **Program Elements for Standard 11: Preparation to Use Educational Ideas and Research**

*An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.*

- a) *Child and Adolescent Development.* Through planned prerequisite and/or professional preparation, each candidate learns major concepts, principles, theories and research related to the cognitive, linguistic, social, emotional and physical development of children and adolescents. In the program, each candidate begins to use this knowledge to create learning opportunities that support student development, motivation and learning. The program provides opportunities for candidates to learn and apply developmentally appropriate teaching strategies during the supervised fieldwork sequence.
- b) *Theories of Learning.* Through planned prerequisite and/or professional preparation, each candidate learns major concepts, principles and research associated with theories of human learning and achievement. In the program, candidates begin to rely on knowledge of human learning in designing, planning and delivering instruction.
- c) *Social, Cultural and Historical Foundations.* Through planned prerequisite and/or professional preparation, each candidate learns major concepts and principles regarding the historical and contemporary purposes, roles and functions of education in American society. Candidates examine research regarding the social and cultural conditions of K-12 schools. In the program, candidates begin to draw on these foundations as they (1) analyze teaching/learning contexts; (2) evaluate instructional materials; (3) select appropriate teaching strategies to ensure maximum learning for all students; and (4) reflect on pedagogical practices in relation to the purposes, functions and inequalities of schools.



## **Program Standard 12: Professional Perspectives Toward Student Learning and The Teaching Profession**

In the teacher preparation program, each candidate begins to develop a professional perspective on teaching that includes an ethical commitment to teach every student effectively and to develop as a professional educator. During interrelated coursework and fieldwork, candidates learn how social, emotional, cognitive and pedagogical factors impact student learning outcomes, and how a teacher's beliefs, expectations and behaviors strongly affect learning on the part of student groups and individuals. Each candidate accepts the responsibility of a teacher to provide equitable access for all students to core academic content, to promote student academic progress equitably and conscientiously, and to foster the intellectual, social and personal development of children and adolescents. Individually and collaboratively with colleagues, candidates examine and reflect on their teaching practices in relation to principles of classroom equity and the professional responsibilities of teachers.

*An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.*

### **Program Elements for Standard 12: Professional Perspectives Toward Student Learning**

- (a) Through planned prerequisite and/or professional preparation, candidates study different perspectives on teaching and learning, explore alternative conceptions of education, and develop professional perspectives that recognize the ethical and professional responsibilities of teachers toward the work of teaching and toward students.
- (b) Through planned prerequisite and/or professional preparation, Candidates learn about research on relationships between (1) the background characteristics of students and inequities in academic outcomes of schooling in the United States, and (2) teacher expectations and student achievement.
- (c) Through planned prerequisite and/or professional preparation, candidates learn the importance of challenging students to set and meet high academic expectations for themselves. Candidates learn how to use multiple sources of information, including qualitative and quantitative data, to assess students' existing knowledge and abilities, and to establish ambitious learning goals for students.
- (d) Through planned prerequisite and/or professional preparation, candidates learn why and how to consider students' prior knowledge, experiences, abilities and interests as they plan academic instruction. Through instruction and coaching, candidates assume the responsibility to maximize each learner's achievements by building on students' prior instruction and experience

**Program Standard 12 (Continued)**

- (e) Through planned prerequisite and/or professional preparation, candidates learn about the professional responsibilities of teachers related to the personal, social and emotional development of children and youth, while emphasizing the teacher's unique role in advancing each student's academic achievements.
- (f) Through planned prerequisite and/or professional preparation, candidates learn the benefits for students of collaborative, collegial planning by teachers and other adults in K-12 schools. On multiple occasions, each candidate works closely with one or more colleagues to design and deliver effective, coordinated instruction.

**Preface:** This standard functions in conjunction with Standards 7a & 7b on Reading. The competencies articulated in this standard are specific applications of Standard 7a, Elements (b) (f) & (I), and Standard 7b, Elements (a) (b) (c) & (d).

### **Program Standard 13: Preparation to Teach English Learners**

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire knowledge, skills and ability to deliver comprehensive instruction to English Learners. Candidates learn about state and federal legal requirements for the placement and instruction of English Learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access and achievement in relation to state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect student's language acquisition.

### **Program Elements for Standard 13: Preparation to Teach English Learners**

*An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.*

- a) The program provides opportunities for candidates to understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework.
- b) The program's coursework and field experiences include multiple systematic opportunities for candidates to learn, understand and effectively use materials, methods and strategies for English language development that are responsive to students' assessed levels of English proficiency, and that lead to the rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade level peers.
- c) Through planned prerequisite and/or professional preparation, candidates learn relevant state and federal laws pertaining to the education of English learners, and how they impact student placements and instructional programs.

**Program Standard 13 (Continued)**

- d) The program design provides each candidate opportunities to acquire knowledge of linguistic development, first and second language acquisition and how first language literacy connects to second language development.
- e) The program's coursework and field experiences include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first- and second-languages, classroom organization, and participation by specialists and paraprofessionals.
- f) The program's coursework and field experiences include multiple systematic opportunities for candidates to acquire, understand and effectively use systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners.
- g) Through coursework and field experiences candidates learn and understand how to interpret assessments of English learners. Candidates understand the purposes, content and uses of California's English Language Development Standards, and English Language Development Test. They learn how to effectively use appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.
- h) The program is designed to provide opportunities for candidates to learn and understand the importance of students' family backgrounds and experiences.

## **Standard 14: Preparation to Teach Special Populations in the General Education Classroom**

In the professional teacher preparation program, each candidate develops the basic knowledge, skills and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted students in the general education classroom. Each candidate learns about the role of the general education teacher in the special education process. Each candidate demonstrates basic skill in the use of differentiated instructional strategies that, to the degree possible, ensure that all students have access to the core curriculum. Each candidate demonstrates the ability to create a positive, inclusive climate of instruction for all special populations in the general classroom.

### **Program Elements for Standard 14**

*An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.*

- a) Through planned prerequisite and/or professional preparation, each candidate learns about major categories of disabilities.
- b) Through planned prerequisite and/or professional preparation, each candidate learns relevant state and federal laws pertaining to the education of exceptional populations, as well as the general education teacher's role and responsibilities in the Individual Education Program (IEP) process, including: identification; referral; assessment; IEP planning and meeting; implementation; and evaluation.
- c) Through planned prerequisite and/or professional preparation, each candidate is provided with a basic level of knowledge and skills in assessing the learning and language abilities of special population students in order to identify students for referral to special education programs and gifted and talented education programs.
- d) Through planned prerequisite and/or professional preparation, each candidate learns to select and use appropriate instructional materials and differentiated teaching strategies to meet the needs of special populations (those with disabilities as well as those who are gifted) in the general education classroom.
- e) Through planned prerequisite and/or professional preparation, each candidate learns the skills to plan and deliver instruction to those identified as students with special needs and/or those who are gifted that will provide these students access to the core curriculum.

**Program Standard 14 (Continued)**

- f) Through planned prerequisite and/or professional preparation, each candidate learns skills to know when and how to address the issues of social integration for students with special needs who are included in the general education classroom.

## **Category D: Supervised Fieldwork in the Program**

### **Introduction to Category D**

Teaching practice is supported by important educational concepts and informed by recent theoretical research as reflected in Categories A-C. Another critical dimension of teacher preparation is learning to practice effectively and reflectively in K-12 schools and classrooms. The important functions of professional preparation programs include designing sequences of fieldwork activities, selecting fieldwork sites and supervisors, screening the qualifications of candidates for daily teaching responsibilities, monitoring their progress, and providing valuable feedback regarding their performances. The roles of certificated school teachers and principals in planning, implementing and assessing these fieldwork functions are especially significant for these potential teachers.

*Preparation of Supervised Student Teachers.* Traditional patterns of supervised student teaching are widespread in California. Typically, student teachers are admitted to programs of professional preparation and they begin participating in supervised fieldwork concurrently with early coursework in professional education. The sequence of a student teacher's field activities gradually leads to teaching on a daily basis in a classroom where the instructor-of-record is a certificated teacher who oversees, guides, supports and assesses the student teacher's emerging practice. Concurrently, institutional supervisors assist supervising teachers and candidates as they connect their daily observations and decisions to principles of effective practice. Although fieldwork sequences vary greatly among student teaching programs, the quality and effectiveness of the fieldwork sequence is uniformly considered to be critically important.

*Preparation of Supervised Intern Teachers.* Internship teaching programs are almost as widespread as traditional student teaching programs in California. The primary distinctions between interns and student teachers are (1) all interns have already fulfilled the state's subject-matter requirement for teaching credentials, and (2) interns serve as instructors-of-record during their preparation. Interns complete a program of professional preparation, including intern teaching, for a teaching credential. The program design has two major components, (1) a curriculum of professional coursework and individual study that rigorously addresses pedagogical theory, research and practice; and (2) intern teaching that is supervised, supported and assessed by knowledgeable, well-prepared professionals. To address these two program types, the standards of quality in Categories A-E have been drafted to apply to internship programs as well as student teaching programs.

## Glossary for Category D

Supervised Student Teaching	A type of fieldwork and a period of preparation in which a candidate for a teaching credential gradually assumes daily responsibility for whole-class instruction with the cooperation, guidance and supervision of an institutional supervisor and one or more certificated teachers who are instructors-of-record for the classes.
Supervised Intern Teaching	A type of fieldwork and a period of preparation in which a candidate for a teaching credential holds an internship teaching credential, is employed by a local education agency, and assumes daily responsibility for whole-class instruction as assigned by the employing agency with the guidance and supervision of an institutional supervisor and one or more certificated educators who serve in the intern's school.
Early Field Experiences	A set of planned activities in which a candidate or prospective candidate gains experience in working with children and adolescents in organizational settings such as K-12 classrooms, youth clubs, extracurricular activities at K-12 schools, tutoring programs and informal or specialized educational programs. Some early field experiences may occur prior to admission to the program.
Supervised Fieldwork	Activities in K-12 schools that are designed, planned, assigned and monitored by the sponsor of a professional preparation program with the cooperation of a local education agency. They include but are not limited to: classroom, school and community visitations and observations, consultations with educators; tutoring; instruction of small groups; occasional whole-class instruction; and the period of daily responsibility for whole-class instruction.
Structured Sequence of Supervised Fieldwork	A set of fieldwork activities designed, planned, assigned and monitored by the sponsors of a teacher preparation program in a specific sequence to provide a gradual transition from observation and practice to daily teaching to daily responsibility for whole class instruction.
Daily Teaching	A level of pre-professional responsibility in which a credential candidate plans and delivers whole class instruction on a part-time basis, commensurate with the candidate's developing skills.
Daily Responsibility for Whole-Class Instruction	A level of pre-professional responsibility in which a credential candidate plans and delivers whole-class instruction on a full time basis to at least one class of K-12 students daily.



**Glossary for Category D (Continued)**

Hard-to-Staff Schools	Public schools (K-12) in which teacher turnover is high, and recruitment of new teachers is a consistent annual process affecting ten per cent or more of faculty.
Under-Performing Schools	Public schools (K-12) in which the Academic Performance Index (API) was below the 50 <sup>th</sup> percentile relative to other public schools and who failed to meet growth targets during the year prior to or concurrent with fieldwork in a program of professional teacher preparation.
K-12 Grading Period	A period of time during the teaching year that culminates in a report on student progress in the subjects of the curriculum. This period is understood to be normally equivalent to an academic quarter, or eleven weeks.
Memorandum of Understanding for Internships	A documented agreement between the institutional sponsor of a professional preparation program and a local education agency that sets forth the agreed roles and responsibilities of the parties in the preparation, supervision and assessment of one or more intern teachers in an internship teaching program.

**Program Accreditation Precondition X: Assessment of Candidates' Subject Matter Preparation**

The sponsor of a professional teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet *one* of the following criteria:

- (a) the candidate provides evidence of having passed the appropriate subject matter examination(s); or
- (b) the candidate provides evidence of having completed an approved subject-matter waiver program; or
- (c) the candidate provides evidence of having attempted the appropriate subject matter examination(s); or
- (d) the candidate provides evidence of matriculation and continuous progress in an approved subject matter waiver program.

## **Program Standard 15: Learning to Teach Through Supervised Fieldwork**

The professional teacher preparation program includes a developmental sequence of carefully-planned, substantive, supervised field experiences in public schools selected by the program sponsor. By design, this supervised fieldwork sequence (1) extends candidates' understanding of major ideas and emphases developed in program and/or prerequisite coursework, (2) contributes to candidates' fulfillment of the Teaching Performance Expectations, and (3) contributes to candidates' preparation for the Teaching Performance Assessment (TPA) in the program. To qualify for a Preliminary Level I Teaching Credential, each candidate (1) satisfactorily completes a planned sequence of supervised school-based experiences that contribute to her/his preparation to serve as a competent beginning teacher in an induction program, and (2) verifies the effectiveness of this preparation by passing the TPA.

### **Program Elements for Standard 15: Learning to Teach Through Supervised Fieldwork**

*An accreditation team determines whether the preliminary teacher education program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.*

#### **Elements Applicable to a Program with Supervised Student Teaching**

- a) The structured sequence of supervised fieldwork includes a formal process for determining the readiness of each student teacher for advancement to daily responsibility for whole-class instruction in the program. Prior to or during the program, each candidate observes, discusses, reflects on and participates in important aspects of teaching, and teaches individual students and groups of students before being given daily responsibility for whole-class instruction. Prior to or during the program each candidate observes and participates in two or more K-12 classrooms, including classrooms in hard-to-staff and/or underperforming schools.
- b) Prior to or during the program each Multiple Subject Teaching Credential candidate observes and participates at two or more of the following grade spans: K-2, 3-5, and 6-8.
- c) Prior to or during the program each Single Subject Teaching Credential candidate observes and participates in two or more subject-specific teaching assignments that differ in content and/or level of advancement.

## **Program Standard 15 (Continued)**

### **Element Applicable to a Program with Supervised Internship Teaching**

- d) The sponsor of a program with supervised internship teaching collaborates with the cooperating local education agency(ies) in designing (1) site-based supervision of instruction during each intern's period of daily teaching responsibility and (2) a structured sequence of supervised fieldwork that includes planned observations, consultations, reflections and individual and small-group teaching opportunities, as needed, prior to or concurrent with the intern's advancement to daily responsibility for whole-class instruction in the program. In addition, when an intern is the teacher of record, each intern observes and participates in the instruction of students in settings and grade levels different than the regular assignment.

### **Elements Applicable to All Programs of Professional Teacher Preparation**

- e) During the supervised fieldwork sequence, all candidates plan and practice multiple strategies for managing and delivering instruction that were introduced and examined in program and/or prerequisite coursework. As part of the sequence, all candidates complete individual assignments and group discussions in which coursework-based strategies are used and reviewed in relation to (1) state-adopted student academic content standards and curriculum frameworks; (2) students' needs, interests and accomplishments; and (3) the observed results of the strategies.
- f) During the supervised fieldwork sequence, program sponsors ensure that candidates have extensive opportunities to observe, acquire and utilize important pedagogical knowledge, skills and abilities, including those defined in the Teaching Performance Expectations in Appendix A.
- g) During the supervised student teaching, each candidate is supervised in daily teaching for a minimum of one K-12 grading period, culminating in a full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential. As part of this experience, or in a different setting if necessary, each candidate teaches in public schools, experiences all phases of a school year on-site and has significant experiences teaching English learners.

## **Program Standard 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors**

In addition to the provisions of Common Standard 7, sponsors of the professional teacher preparation program select each school site for candidate field experiences based on a sound rationale related to the professional preparation of candidates. In addition to the provisions of Common Standard 8, sponsors of the program effectively appraise the qualifications of school-based supervisors; provide for their role-specific orientation and preparation; and communicate with them about responsibilities, rights and expectations pertaining to candidates and supervisors.

### **Program Elements for Standard 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors (Applicable to All Programs)**

*An accreditation team determines whether the preliminary teacher education program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.*

- (a) For all candidates, program sponsors and cooperating school administrators select fieldwork sites and classrooms based on the effectiveness of observed teaching and learning. Except in unusual, unanticipated circumstances, fieldwork assignments occur at pre-selected sites where the state adopted academic core curriculum is effectively implemented. Program sponsors and cooperating administrators provide opportunities for each candidate to work with exemplary certificated teachers in fieldwork assignments, including assignments in low-performing and/or hard-to-staff schools and/or assignments with English Language Learners.
- (b) Program sponsors and school-site representatives clearly outline and consistently follow criteria and procedures for selecting teachers to supervise field experiences in the program. Selection criteria are consistent with the supervising teacher's specified roles and responsibilities, and include knowledge of state-adopted content standards for students and effectiveness in collaborating and communicating with other professional teachers.
- (c) In the program, each teacher who supervises a candidate during a period of daily responsibility for whole-class instruction holds a valid credential that authorizes the teaching assignment. Each candidate's teaching of English Learners (EL) is supervised by a teacher who holds a valid EL teaching authorization.

**Program Standard 16 (Continued)**

- (d) Program sponsors and cooperating school administrators enable supervising teachers to complete, as needed, planned professional training to develop their understanding of: the professional development of beginning teachers; the Teaching Performance Expectations for Level I Teaching Credentials; state-adopted academic content standards for students; theory-practice relationships in the program's curriculum; and effective professional communication with student teachers and intern teachers.
- (e) Individuals selected to provide professional development to supervising teachers (1) are experienced and effective in supervising credential candidates; (2) know and understand current educational theory and practice, the sponsors' expectations for supervising teachers, state-adopted academic content standards and frameworks, and the developmental stages of learning-to-teach; (3) model collegial supervisory practices that foster success among credential candidates; and (4) promote reflective practice.
- (f) In consultation with cooperating school and district administrators, program sponsors communicate to all fieldwork participants, orally and in writing, the clearly-defined roles and responsibilities of candidates, institutional supervisors, and supervising teachers in the supervised fieldwork sequence. Each teacher who supervises a candidate during a period of daily whole-class instruction is well-informed about (1) performance expectations for the candidate's teaching and pertaining to his/her supervision of the candidate, and (2) procedures to follow when the candidate encounters problems in teaching.

## **Program Standard 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence**

Qualified members of the professional teacher preparation program determine and document the satisfactory qualifications and developmental readiness of each candidate prior to (1) being given instructional responsibilities with K-12 students and (2) being given daily whole-class instructional responsibilities in a K-12 school.

### **Program Elements for Standard 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence**

*An accreditation team determines whether the preliminary teacher education program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.*

- a) Criteria for advancing candidates into and through the supervised fieldwork sequence include the professional perspectives specified in Program Standard 11. Each candidate who is not advanced on the basis of these criteria is advised of the reasons for non-advancement, and of appropriate next steps.
- b) Each candidate fulfills the state basic skills requirement and the state subject matter requirement prior to being given daily responsibility for whole-class instruction in a K-12 school, except in limited, unusual circumstances as determined by the institution for individual candidates.
- c) Prior to becoming the teacher of record, each intern teacher must demonstrate fundamental ability to teach in the major domains of the Teaching Performance Expectations, with an initial emphasis on the TPE's most critical to the earliest phases of teaching, and a recursive examination of all the TPE's throughout the professional preparation program.

## **Program Standard 18: Pedagogical Assignments and Formative Assessments During the Program**

As each candidate progresses through the program of sequenced coursework and supervised fieldwork, pedagogical assignments and tasks are increasingly complex and challenging. During the program, the candidate's pedagogical assignments (1) address the Teaching Performance Expectations (TPEs) as they apply to the subjects to be authorized by the credential, and (2) closely resemble the pedagogical tasks that comprise the teaching performance assessment (TPA) in the program. Pedagogical assignments and tasks are clearly defined; the candidate is appropriately coached and assisted (as needed) in the satisfactory completion and repetition (as needed) of pedagogical tasks and assignments. Qualified supervisors formatively assess each candidate's pedagogical performance in relation to the TPEs. The candidate receives complete, accurate and timely performance feedback and suggestions for improved practice, as needed.

### **Program Elements for Standard 18: Pedagogical Assignments and Formative Assessments During the Program**

*An accreditation team determines whether the preliminary teacher education program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.*

- (a) During the supervised fieldwork sequence, the assigned tasks of student teachers become more complex and address increasingly important aspects of a teacher's work in delivering the school curriculum to students of varying backgrounds and abilities. Supervisors of intern teachers draw their attention to increasingly complex aspects of their teaching responsibilities and expect candidates to make adjustments and improvements in these aspects of teaching, as needed.
- (b) In the supervised fieldwork sequence, the pedagogical assignments and tasks of Multiple Subject Teaching Credential candidates address: (1) the full range of Teaching Performance Expectations (TPEs) as they apply to and/or are used in the teaching of reading; (2) the major domains of the TPEs as they apply to and/or are used in the teaching of mathematics, science, history-social science, the arts, physical education and health, and (3) TPE 8 as it applies to and/or is used in the teaching of English language development.
- (c) In the supervised fieldwork sequence, the pedagogical assignments and tasks of Single Subject Teaching Credential candidates address: (1) the full range of TPEs as they apply to and/or are used in the teaching of major subdivisions of the subject to be authorized by the credential, and (2) the major domains of the TPEs as they apply to and/or are used in the teaching of reading, and (3) TPE 8 as it applies to specially-designed academic instruction delivered in English.

### Program Standard 18 (Continued)

- (d) By design, pedagogical tasks and assignments in the supervised fieldwork sequence provide opportunities for each candidate to practice performing in relation to the TPEs, and to have her/his performances assessed formatively by one or more supervisors who know and understand the *California Standards for the Teaching Profession* and have completed Assessor Training pursuant to Standard 20. The formative assessment of each candidate addresses the TPEs as specified in Program Elements (b) and (c).
- (e) Each candidate's supervisors guide and assist the candidate, as needed, in completing assigned tasks that resemble pedagogical assessment tasks in the TPA. Each candidate clearly understands her/his assignments and tasks in the supervised fieldwork sequence. Supervisors and advisors are available to clarify and review the program's expectations for candidates' responsibilities. Each member of the program staff assists and supports candidates in learning a broad range of the TPEs in Appendix A.
- (f) In the supervised fieldwork sequence, candidates regularly receive performance feedback that addresses the TPEs as specified in Elements (b) and (c); accurately portrays observed performance levels in relation to adopted scoring rubrics; and occurs soon after tasks and assignments have been completed.
- (g) Program sponsors and collaborating school administrators provide for frequent consultation among course instructors, program-based supervisors and school-based supervisors in planning candidates' pedagogical assignments and tasks in required coursework and supervised fieldwork.



## Category E: Summative Performance Assessment in the Program

### Introduction to Category E

Senate Bill 2042, the legislation that initiated the standards in Categories A-D, requires that “each program (of professional teacher preparation) shall include a teaching performance assessment” that fulfills “assessment and performance standards” to be established and implemented by the Commission. The legislation anticipated that teaching performance assessments will be “embedded” in programs, where candidates will be required to pass the assessments in order to qualify for state teaching credentials.

The new law established two prominent ways for a program sponsor to incorporate a teaching performance assessment into a professional teacher preparation program. First, a program sponsor may “voluntarily develop an assessment for approval by the Commission.” Second, the program sponsor may adopt and implement a “Commission-sponsored assessment” in part by “participating in an assessment training program for assessors” that is offered by the Commission. A sponsor’s accountability to the standards in Category E depends on which of these alternatives the sponsor elects to pursue.<sup>1</sup>

In Category E, Program Standards 19 and 20 describe acceptable levels of quality in the *design* and *development* of a teaching performance assessment, and serve as the basis for reviewing and approving assessments that program sponsors propose for subsequent use in their programs. Program Standards 21 through 23 describe acceptable levels of quality in the *implementation* and *administration* of an assessment that is embedded in a program of professional teacher preparation.

A program sponsor that elects to voluntarily develop an assessment for approval by the Commission must fulfill all five standards in Category E. Sponsors that elect this option are subject to Program Standards 19-20 during the “proposal and approval phase” of the process.<sup>2</sup> They are accountable to Standards 21-23 during the implementation and administration phase of the assessment.

When SB 2042 was enacted, the Commission began to develop an assessment of teaching performance for embedded use in accredited programs of professional teacher preparation. The Commission is committed to an assessment design and development process that fully satisfies Standards 19 and 20. Accordingly, a program sponsor that elects to adopt and implement the Commission-sponsored assessment or asks the Commission to assess its candidates will have fulfilled Standards 19 and 20. To achieve

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<sup>1</sup> The law also established a third option for programs to have their candidates assessed as directed or conducted by the Commission, but this option will be available only exceptional circumstances.

<sup>2</sup> Pursuant to state law, the Commission will “establish a review panel to examine each assessment developed by an institution or agency in relation to the standards set by the Commission (which are Standards 19 and 20) and advise the Commission regarding approval of each assessment system.”

initial and continuing accreditation, these programs are accountable to Standards 21-23 as they implement and administer the Commission-designed assessment.

Because each assessment of teaching performance is a “high-stakes assessment” for all participants, the standards in Category E focus on assessment fairness, validity and accuracy. Like the standards in Categories A-D, the “assessment quality standards” in Category E view teaching as a multi-dimensional activity in which the dimensions of teaching need to cohere to form a teacher’s professional practice. Each assessment of teaching performance will therefore need to focus on pedagogical assessment tasks that resemble teaching in its complexity, subtlety and effectiveness, and whose modalities resemble professional learning activities that are common in preparation programs.

With the assistance of the SB 2042 Advisory Panel and two independent contractors, the Commission is developing *Teaching Performance Expectations* (TPEs) that will be valid, multi-dimensional descriptions of teaching in California public schools (K-12). Each TPE adopted by the Commission will describe a complex, significant domain or subdomain of pedagogical competence for credential candidates. The TPEs are being aligned with the state-adopted academic content standards for students, the state-adopted curriculum frameworks, and the *California Standards for the Teaching Profession*, as required by law. The TPEs comprehensively describe pedagogical knowledge, skills and abilities that are most important for teaching the curriculum and student population of California’s public schools. Because the TPEs will have strong content validity, all teaching performance assessments will be required to assess them.

The Commission will also develop scoring scales to describe multiple performance levels, including levels that are acceptable and not acceptable for earning Preliminary Teaching Credentials. To prompt scorable candidate performances, the Commission will also develop pedagogical assessment tasks that candidates will perform when they participate in the Commission-designed assessment. Passing standards on the multi-task assessment will also be developed by the Commission. After the Commission adopts these components of the standardized assessment, the Commission will periodically review and evaluate them.

The Commission recognizes that its teaching performance assessment must have strong content validity, be reliably scorable, and be administratively feasible in California. The Commission supported the work of an Assessment Task Force (SB 2042) whose members examined professional standards of educational assessment; learned about assessment systems at the national, state and local levels; consulted with assessment authorities with international reputations; and then drafted the standards in Category E.

The Commission’s responsibility is to design and develop a proto-type assessment to be used solely to judge the pedagogical competence of candidates for Preliminary Multiple Subject and Single Subject Teaching Credentials. The Commission will dissuade others from using the assessment for different purposes such as employment decisions or graduate school admissions. The Commission is not responsible for misuses of an assessment designed for state teacher certification. Program sponsors that voluntarily develop their own assessments will, in response to Standards 19-20, assume responsibility for using their assessments and their assessment results appropriately.

Fairness to candidates is the preeminent principle that underlies the standards in Category E. Regardless of whether a program sponsor uses the Commission-designed assessment or an alternative assessment, effective implementation of Standards 21-23 is essential for the fair, equitable implementation of an assessment component of a teacher certification system. This responsibility characterizes the sponsors of all programs under the new provisions of law according to SB 2042.

When the standards in Category E were being drafted, attention was given to the anticipated costs of teaching performance assessments. Professional teacher preparation programs are currently required to assess the performances of credential candidates according to current Standard 21 on *Determination of Candidate Competence*. Pursuant to SB 2042, the standards in Category E replace current Standard 21, so the resources used to fulfill Standard 21 are assumed to be available for implementing Category E, which will cost more than Standard 21. According to SB 2042, Category E will become operative in the accreditation system when sufficient resources are allocated for its effective implementation. Otherwise, a more modest replacement for current Standard 21 will need to be adopted. Once the Commission has designed the major components of a teaching performance assessment, its costs can be estimated and the resources for it can be recommended as part of the ongoing State budget process.

## **Draft Standard 19: Assessment Designed for Validity and Fairness**

### **(Standard 19 Applies to Programs that Request Approval of Alternative Assessments)**

The sponsor of the professional teacher preparation program requests approval of a Teaching Performance Assessment in which complex pedagogical assessment tasks and multi-dimensional scoring scales are linked to the Teaching Performance Expectations (TPEs) in Appendix A. The program sponsor clearly states the intended uses of the assessment, anticipates its potential misuses, and ensures that local uses are consistent with the statement of intent. The sponsor maximizes the fairness of assessment design for all groups of candidates in the program, and ensures that the passing standard on the assessment is equivalent to or more rigorous than the standardized assessment.

### **Required Elements for Standard 19: Assessment Designed for Validity and Fairness**

- 19-A The Teaching Performance Assessment includes complex pedagogical assessment tasks to prompt aspects of candidate performance that are strongly related to the TPEs. Each task is substantively related to two or more major domains of the TPEs. For use in judging candidate-generated responses to pedagogical tasks, the assessment includes a multi-dimensional scoring scale that clearly measures the TPEs. Collectively, the tasks and scales in the assessment address all major domains of the TPEs. The sponsor of the professional teacher preparation program documents the relationships between TPEs, tasks and scales.
- 19-B To preserve the validity and fairness of the assessment over time, the sponsor develops and field-tests new pedagogical assessment tasks and multi-dimensional scoring scales to replace prior ones. Initially and periodically, the sponsor analyzes the assessment tasks and scoring scales to ensure that they yield important evidence that represents candidate knowledge and skill related to the TPEs, and serves as a basis for determining entry-level pedagogical competence to teach the curriculum and student population of California's K-12 public schools. The sponsor records the basis and results of each analysis, and modifies the tasks and scales as needed.
- 19-C Consistent with the language of the TPE(s), the sponsor defines scoring scales so different candidates for credentials can earn acceptable scores on the Teaching Performance Assessment with the use of different pedagogical practices that support implementation of the K-12 content standards and curriculum frameworks. The sponsor takes steps to plan and anticipate the appropriate scoring of candidates who use pedagogical practices that are educationally effective but not explicitly anticipated in the scoring scales.
- 19-D The sponsor develops scoring scales and assessor training procedures that focus primarily on teaching performance and that minimize the effects of candidate factors that are not clearly related to pedagogical competence, which may include

(depending on the circumstances) factors such as personal attire, appearance, demeanor, speech patterns and accents that are not likely to affect student learning.

## **Draft Standard 19 (Continued): Assessment Designed for Validity and Fairness**

- 19-E The sponsor publishes a clear statement of the intended uses of the assessment. The statement demonstrates the sponsor's clear understanding of the high-stakes implications of the assessment for candidates, the public schools, and K-12 students. The statement includes appropriate cautions about additional or alternative uses for which the assessment is not valid. Before releasing information about the assessment design to another organization, the sponsor informs the organization that the assessment is valid only for determining the pedagogical competence of candidates for initial teaching credentials in California.
- 19-F All elements of assessment design and development are consistent with the intended use of the assessment for determining the pedagogical competence of candidates for Preliminary Teaching Credentials in California.
- 19-G The sponsor completes content review and editing procedures to ensure that pedagogical assessment tasks and directions to candidates are culturally and linguistically sensitive, fair and appropriate for candidates from diverse backgrounds. The sponsor ensures that groups of candidates interpret the pedagogical tasks and the assessment directions as intended by the designers, and that assessment results are consistently reliable for each major group of candidates.
- 19-H The sponsor completes psychometric procedures (such as studies of differential item functioning) to identify pedagogical assessment tasks and/or scoring scales that show differential effects in relation to candidates' race, ethnicity, language, gender or disability. When group pass-rate differences are found, the sponsor investigates to determine whether the differences are attributable to (a) inadequate representation of the TPEs in the pedagogical tasks and/or scoring scales, or (b) over-representation of irrelevant skills, knowledge or abilities in the tasks/scales. The sponsor acts promptly to maximize the fairness of the assessment for all groups of candidates.
- 19-I In designing assessment administration procedures, the sponsor includes administrative accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities.
- 19-J In the course of developing a passing standard that is demonstrably equivalent to or more rigorous than that of the State, the sponsor secures and reflects on the considered judgments of teachers, the supervisors of teachers, the mentors of new teachers, and other preparers of teachers regarding necessary and acceptable levels of proficiency on the part of entry-level teachers. The sponsor periodically re-considers the reasonableness of the scoring scales and the passing standard.

## **Draft Standard 20: Assessment Designed for Reliability and Fairness**

### **(Standard 20 Applies to Programs that Request Approval of Alternative Assessments)**

The sponsor of the professional teacher preparation program requests approval of an assessment that will yield, in relation to the major domains of the TPEs, enough collective evidence of each candidate's pedagogical performance to serve as an adequate basis to judge the candidate's general pedagogical competence for a Preliminary Teaching Credential. The sponsor carefully monitors assessment development to ensure consistency with the stated purpose of the assessment. The Teaching Performance Assessment includes a comprehensive program to train and re-train assessors. The sponsor periodically evaluates assessment design to ensure equitable treatment of candidates. The assessment design and its implementation contribute to local and statewide consistency in the assessment of teaching competence.

### **Required Elements for Standard 20: Assessment Designed for Reliability and Fairness**

- 20-A In relation to each major domain of the TPEs, the pedagogical assessment tasks and the associated directions to candidates are designed to yield enough evidence for an overall judgment of each candidate's pedagogical qualifications for a Preliminary Teaching Credential. For a high-stakes assessment, the documented sufficiency of candidate performance evidence is based on thorough field-testing of pedagogical tasks, scoring scales, and directions to candidates.
- 20-B Pedagogical assessment tasks and scoring scales are extensively field-tested in practice before being used operationally in the Teaching Performance Assessment. The sponsor of the program evaluates the field-test results thoroughly and documents the field-test design, participation, methods, results and interpretation.
- 20-C As an integral part of the Teaching Performance Assessment, the program sponsor requests approval of a comprehensive program to train assessors who will score candidate responses to the pedagogical assessment tasks. An assessor training pilot program demonstrates convincingly that prospective and continuing assessors gain a deep understanding of the TPEs, the pedagogical assessment tasks and the multi-dimensional scoring scales. The training program includes task-based scoring trials in which an assessment trainer evaluates and certifies each assessor's scoring accuracy in relation to the scoring scale associated with the task. When new pedagogical tasks and scoring scales are incorporated into the assessment, the sponsor provides additional training to the assessors, as needed.
- 20-D In conjunction with the provisions of Standard D, the sponsor plans and implements periodic evaluations of the assessor training program, which include systematic feedback from assessors and assessment trainers, and which lead to substantive improvements in the training as needed.

## **Draft Standard 20 (Continued): Assessment Designed for Reliability and Fairness**

- 20-E The program sponsor requests approval of a detailed plan for the scoring of selected assessment tasks by two trained assessors for the purpose of evaluating the reliability of scorers during field-testing and operational administration of the assessment. The subsequent assignment of one or two assessors to each assessment task is based on a cautious interpretation of the evaluation findings.
  
- 20-F The sponsor carefully plans successive administrations of the assessment to ensure consistency in elements that contribute to the reliability of scores and the accurate determination of each candidate's passing status, including consistency in the difficulty of pedagogical assessment tasks, levels of teaching proficiency that are reflected in the multi-dimensional scoring scales, and the overall level of performance required by the passing standard on the assessment.
  
- 20-G Among the pedagogical tasks in the assessment, the sponsor includes *anchoring tasks* that are developed by the Commission for the purpose of ensuring statewide consistency in performance scoring and in the determination of candidate competence for Preliminary Teaching Credentials.
  
- 20-H The sponsor ensures equivalent scoring across successive administrations of the assessment and between state and local assessments by: using marker performances to facilitate the training of first-time assessors and the further training of continuing assessors; monitoring and recalibrating local scoring through third-party reviews of scores that have been assigned to candidate responses to assessment tasks; and periodically studying proficiency levels reflected in the overall passing standard.
  
- 20-I The sponsor investigates and documents the consistency of scores among assessors and across successive administrations of the assessment, with particular focus on the reliability of scores at and near the passing standard. To ensure that the overall construct being assessed is cohesive, the sponsor demonstrates that scores on each pedagogical task are sufficiently correlated with overall scores on the remaining tasks in the assessment. The sponsor demonstrates that the assessment procedures, taken as a whole, maximize the accurate determination of each candidate's overall pass-fail status on the assessment.
  
- 20-J The sponsor's assessment design includes an appeal procedure for candidates who do not pass the assessment, including an equitable process for rescoring of evidence already submitted by an appellant candidate in the program.



## **Draft Standard 21: Assessment Administered for Validity, Accuracy and Fairness**

The sponsor of the professional teacher preparation program implements the Teaching Performance Assessment according to the assessment design. In the program, candidate responses to pedagogical assessment tasks are scored in a manner that ensures strong consistency of scoring among assessors, particularly in relation to the adopted passing standard. The program sponsor periodically monitors the administration, scoring and results of the assessment to ensure equitable treatment of candidates. Prior to initial assessment, each candidate receives the *Teaching Performance Expectations* and clear, accurate information about the nature of the assessment and the pedagogical tasks.

### **Required Elements for Standard 21: Assessment Administered for Validity, Accuracy and Fairness**

- 21-A The sponsor of the program implements the assessment design, administers the pedagogical assessment tasks, uses the scoring scales, secures the scoring services of trained assessors, and oversees the TPE-based scoring of candidate performances to ensure assessment accuracy and equitable treatment of candidates.
- 21-B The sponsor plans and implements successive administrations of the assessment to ensure consistency in assessment procedures that contribute to the reliability of scores and the accurate determination of each candidate's passing status.
- 21-C The sponsor annually reviews and documents the distribution of scores across administrations and among assessors in an ongoing effort to investigate the reliability of scores at and near the adopted passing standard. The sponsor accumulates evidence that the assessment procedures, taken as a whole, maximize the accurate classification of each candidate's overall performance.
- 21-D The sponsor takes steps to ensure the appropriate scoring of candidates who use pedagogical practices that are educationally effective but not explicitly anticipated in the scoring scales. The sponsor monitors scoring practices to ensure that scorers are focusing on teaching performance and to minimize the effect of candidate factors that are not clearly related to pedagogical competence, which may include (depending on the circumstances) factors such as personal attire, appearance, demeanor, speech patterns and accents that are not likely to affect student learning.
- 21-E The program sponsor periodically compiles and examines information regarding the effects of the assessment on groups of candidates in the program. The sponsor monitors and, as needed, promptly adjusts assessment practices and procedures in order to maximize the fairness of the assessment for candidates.

**Draft Standard 21 (Continued):**  
**Assessment Administered for Validity, Accuracy and Fairness**

- 21-F The sponsor implements administrative accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities. The sponsor reviews these procedures periodically to determine their appropriateness, adequacy and effects.
- 21-G The sponsor distributes to each candidate the full text of the *Teaching Performance Expectations* and clear, accurate information about the assessment purpose and use, including standardized directions related to the pedagogical assessment tasks. In alternate years (or more frequently), the sponsor reviews the descriptive information about the assessment that is provided to candidates. The sponsor revises the information to ensure that each candidate's own performance is based on clear understanding of the assessment and its requirements. In the program, advisors are available for consultations so candidates can fully understand the pedagogical assessment tasks and directions. Over time, the sponsor is consistent in the availability of assessment information, directions and consultations provided to candidates in the program.
- 21-H To guard the fairness of the assessment for candidates statewide, the sponsor ensures that each assessed performance is entirely the candidate's own performance. The sponsor periodically reviews the distributed information and assessment-related consultation practices in the program. The sponsor revises these, as needed, to ensure that each candidate's performance is a fair and accurate representation of the candidate's capacity to perform pedagogical tasks independently.
- 21-I As specified in the assessment design, the program sponsor makes an appeal process and re-scoring procedure available to candidates who do not pass the assessment. The sponsor closely monitors and thoroughly documents the handling of each appeal and re-scoring to maintain the fairness of the assessment for all candidates.
- 21-J The program sponsor follows a state process for the scoring of pedagogical assessment tasks by two trained assessors for the purpose of evaluating the reliability of single-scorers during operational administration of the assessment.

## **Draft Standard 22: Assessor Qualifications and Training**

To foster fairness and consistency in assessing candidate competence in the professional teacher preparation program, qualified assessors accurately assess each candidate's responses to the pedagogical assessment tasks in relation to the *Teaching Performance Expectations* and the multi-dimensional scoring scales. The program sponsor establishes assessor selection criteria that ensure substantial pedagogical expertise on the part of each assessor. The sponsor selects and relies on assessors who meet the established criteria. Each prospective assessor completes a rigorous, comprehensive Assessor Training Program. The program sponsor determines each assessor's continuing service as an assessor in the program primarily based on the assessor's scoring accuracy and documentation. Each continuing assessor completes an Assessor Re-training Workshop in alternate years.

### **Required Elements for Draft Standard 22: Assessor Qualifications and Training**

- 22-A The program sponsor establishes strong, clear criteria for selecting qualified assessors in two categories: classroom teachers and other experts in pedagogy. Criteria for selecting teacher assessors include preparation, experience and performance criteria, and ensure that each teacher assessor is a certificated teacher in California. Criteria for selecting other expert assessors ensure that each individual assessor possesses advanced professional education, experience and expertise in pedagogy.
- 22-B Prospective assessors satisfactorily complete a comprehensive Assessor Training Program in which one or more Commission-certified Assessment Trainers provide explanations, exercises and feedback to achieve assessor consistency and accuracy in scoring evidence of candidates' responses to pedagogical assessment tasks. In the Training Program, Assessment Trainers conduct task-based scoring trials and evaluate and certify each assessor's scoring accuracy in relation to the TPE-based proficiency levels and scoring scales.
- 22-C Consistent with the scoring plan provided by the Commission or approved by the Commission in accordance with Standard B, the program sponsor assigns qualified assessors to assess candidates' responses to the pedagogical assessment tasks in the Teaching Performance Assessment.
- 22-D Each candidate's response to at least one pedagogical assessment task is assessed by a qualified teacher assessor who (a) holds a valid credential with the authorization sought by the candidate and (b) has completed two or more years of teaching a similar student population in the same grade span (K-3, 3-6, 6-9, 9-12) as the candidate's current student teaching or intern teaching assignment.
- 22-E Each candidate's response to at least one pedagogical assessment task is assessed by a qualified assessor who does not serve (and has not previously served) as one of the candidate's supervisors in the program or in the K-12 school.

**Draft Standard 22 (Continued):  
Assessor Qualifications and Training**

**Required Elements for Draft Standard 22: Assessor Qualifications and Training**

- 22-F To ensure accuracy and reliability in assessment scores, each assessor's scores of candidates' responses to pedagogical assessment tasks are reviewed in a monitoring and calibration process during the Training Program and periodically thereafter.
- 22-G The program sponsor adopts and implements criteria for the retention and non-retention of assessors during and after their participation in the Training Program. Accuracy of assessment judgments and timeliness and completeness of score documentation are the primary criteria for retention and non-retention of assessors in the Teaching Performance Assessment.

## **Draft Standard 23: Assessment Administration, Resources and Reporting**

In the professional teacher preparation program, the Teaching Performance Assessment is administered and reported in ways that are consistent with its stated purpose and design. To ensure excellence and accuracy in administration of the assessment, the program sponsor annually commits sufficient resources, expertise and effort to its planning, coordination and implementation. Following assessment, candidates receive performance information that is clear and detailed enough to (a) serve as a useful basis for their Individual Induction Plans in Level II Induction Programs, or (b) guide them in study and practice as they prepare for re-assessment, as needed. While protecting candidate privacy, the sponsor uses individual results of the assessment as one basis for recommending candidates for Preliminary Level I Teaching Credentials. The sponsor uses aggregated assessment results in appropriate ways to improve the program. The sponsor documents the administration, scoring and reporting of the assessment in accordance with state assessment procedures.

### **Required Elements for Standard 23: Assessment Administration, Resources and Reporting**

- 23-A All aspects of assessment administration, scoring and reporting are appropriate for the primary intended purpose and use of the Teaching Performance Assessment: to determine each candidate's pedagogical qualifications for a Preliminary Teaching Credential. The program sponsor refers to the Commission all requests for alternative or additional uses of the Commission-sponsored assessment.
- 23-B During each academic term, the program sponsor allocates sufficient fiscal, personnel and technical resources to support excellence in all aspects of ongoing administration of the Teaching Performance Assessment.
- 23-C The program sponsor assumes responsibility for competent administrative coordination of the Teaching Performance Assessment. The sponsor clearly states responsibilities for assessment planning and coordination, assigns these duties to qualified personnel, and monitors assessment coordination each academic term.
- 23-D Subject to the availability of funding, the program sponsor adequately compensates assessors for their services during assessment training and in scoring candidates' responses to pedagogical assessment tasks.
- 23-E The program sponsor protects the privacy of individual candidates. Access to assessment results is available only to the candidate and to organizational officers who clearly need the information because of their responsibilities in the program. Prior to participating in the assessment, each candidate is apprised of the intended disposition of assessment findings. Release of assessment findings and/or results to other persons effectively requires prior voluntary consent by the candidate.

## **Draft Standard 23 (Continued): Assessment Administration, Resources and Reporting**

### **Required Elements for Draft Standard 23 (Continued)**

- 23-F The sponsor's assessment reports to candidates are timely and informative. When a candidate passes the assessment, the candidate's report includes information that contributes to the development of an Individual Induction Plan for use by the beginning teacher in a Professional Induction Program. A candidate who does not pass the assessment receives a detailed performance report from the program sponsor.
- 23-G Individual assessment reports to candidates include descriptive information that highlights performance strengths and weaknesses in relation to the *Teaching Performance Expectations* and the standards for passing the assessment. Reports may also emphasize relationships among TPEs, and may describe the candidate's teaching practice holistically.
- 23-H Internal and external reviews of the teacher preparation program include analyses and interpretations of the aggregated results of the assessment. During reviews, program managers and other participants reflect systematically on the aggregated assessment implications and, in conjunction with valid information from other sources, decide on program improvements as needed.
- 23-I Pursuant to procedural guidelines established by the Commission, the program sponsor organizes and maintains comprehensive documentation of assessment procedures and instructions to candidates; candidate responses to pedagogical assessment tasks; scorer qualifications, assignments and findings; candidate reports; and summative uses of and administrative access to candidate results.

# **APPENDIX**

## **Teaching Performance Expectations**





## **Organization of the Teaching Performance Expectations**

### **A. Making Subject Matter Comprehensible to Students**

- TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
- TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
- TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

### **B. Assessing Student Learning**

- TPE 2: Monitoring Student Learning During Instruction
- TPE 3: Interpretation and Use of Assessments

### **C. Engaging and Supporting Students in Learning**

- TPE 4: Making Content Accessible
- TPE 5: Student Engagement
- TPE 6: Developmentally Appropriate Teaching Practices
- TPE 6A: Developmentally Appropriate Practices in Grades K-3
- TPE 6B: Developmentally Appropriate Practices in Grades 4-8
- TPE 6C: Developmentally Appropriate Practices in Grades 9-12
- TPE 7: Teaching English Learners
- TPE 8: Instructional Technologies

### **D. Planning Instruction and Designing Learning Experiences for Students**

- TPE 9: Learning About Students
- TPE 10: Instructional Planning

### **E. Creating and Maintaining Effective Environments for Student Learning**

- TPE 11: Instructional Time
- TPE 12: Physical Environment
- TPE 13: Social Environment

## **F. Developing as a Professional Educator**

TPE 14: Working With Others To Improve Student Learning

TPE 15: Professional, Legal, and Ethical Obligations

TPE 16: Professional Growth

## **A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS**

### **TPE 1: Specific Pedagogical Skills for Subject Matter Instruction**

Background Information: **TPE 1.** TPE 1 has two categories since self-contained classroom teachers are responsible for instruction in several subject areas, while departmentalized teachers have more specialized assignments. These categories are Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments (1-A), and Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (1-B).

### **TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments**

#### **Teaching Reading-Language Arts in a Multiple Subject Assignment**

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state- adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

## **A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS**

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

### **Teaching Mathematics in a Multiple Subject Assignment**

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state -adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

## **A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS**

### **Teaching Science in a Multiple Subject Assignment**

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. They encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.

### **Teaching History-Social Science in a Multiple Subject Assignment**

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (K-8). They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities.

## **A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS**

### **TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments**

#### **Teaching English-Language Arts in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (7-12). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to teach the advanced skills of research-based discourse; incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations; focus on analytical critique of text and of a variety of media; and provide a greater emphasis on the language arts as applied to work and careers. Candidates teach students how to comprehend and produce complex text, how to comprehend the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

## **A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS**

### **Teaching Mathematics in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential in Mathematics demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (7-12). They enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Additionally, Single Subject Candidates help students in Grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. They assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

## **A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS**

### **Teaching Science in a Single Subject Assignment**

Candidates for a Single Subject Teaching Credential in Science demonstrate the ability to teach the state-adopted academic content standards for students in science (7-12). They balance the focus of instruction between science information, concepts and principles. Their explanations, demonstrations and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.

Additionally, Single Subject Candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. Single Subject Candidates structure and sequence science instruction to enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.



## **A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS**

### **Teaching History-Social Science in a Single subject Assignment**

Candidates for a Single Subject Teaching Credential in History-Social Science demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (7-12). They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to reinforce students' sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities.

Additionally, History-Social Science Single Subject Candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race and gender issues), and encourage students to reflect on and share their insights and values. They design activities to counter illustrate multiple viewpoints on issues. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

## **B. ASSESSING STUDENT LEARNING**

### **TPE 2: Monitoring Student Learning During Instruction**

Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

### **TPE 3: Interpretation and Use of Assessments**

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

## **C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING**

### **TPE 4: Making Content Accessible**

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

### **TPE 5: Student Engagement**

Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

## **C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING**

### **TPE 6: Developmentally Appropriate Teaching Practices**

Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12.<sup>1</sup>

#### **TPE 6A: Developmentally Appropriate Practices in Grades K-3**

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

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<sup>1</sup> TPE 6 does not represent a comprehensive strategy for teaching students at any particular stage; the elements of TPE 6 are intended merely to *supplement and not replace* the broader range of pedagogical skills and abilities described in the TPEs.

## **C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING**

### **TPE 6B: Developmentally Appropriate Practices in Grades 4-8**

During teaching assignments in Grades 4-8, candidates for a teaching credential build on students' command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students' skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students' taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

### **TPE 6C: Developmentally Appropriate Practices in Grades 9-12**

During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students' individuality while being sensitive to what being "different" means for high school students.

## **C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING**

### **TPE 7: Teaching English Learners**

Candidates for a Teaching Credential know and can apply pedagogical theories, principles and instructional practices for comprehensive instruction of English Learners. They know and can apply theories, principles and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

## **C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING**

Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.<sup>2</sup> They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

### **TPE 8: Instructional Technologies**

Candidates for a Teaching Credential use technology, including computers, for instruction and in carrying out their professional responsibilities. They know how to use current technology and media to foster learning and promote technological literacy. Candidates know how to manage records using computer technology. They access a variety of educational digital media to enhance student academic learning and to communicate information interactively. Candidates use instructional technology in ways that are consistent with principles of privacy, security, and safety, and are aware of district policies concerning technology issues.

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<sup>2</sup> Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

## **D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS**

### **TPE 9: Learning about Students**

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

### **TPE 10: Instructional Planning**

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.



**E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING**

**TPE 11: Instructional Time**

Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

**TPE 12: Physical Environment**

Candidates for a Teaching Credential know how to organize the classroom for learning by arranging furniture, equipment, and materials for safety, movement, and accessibility to accommodate student learning needs and flexible student groupings. They create classroom displays that support learning goals and illustrate a range of academic and artistic student work, and cultural diversity.

**TPE 13: Social Environment**

Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

## **F. DEVELOPING AS A PROFESSIONAL EDUCATOR**

### **TPE 14: Working with Others to Improve Student Learning**

Candidates for a Teaching Credential understand strategies for working with families, administrators, specialists, and colleagues to improve student academic learning. They know how to establish respectful and productive relationships with families. They understand strategies for communicating with families about how to support student academic learning. Candidates understand varied cultural views on the purposes of schooling and the teacher's role, as well as common similarities and differences between students' home and school cultures. They know and apply strategies to resolve conflicts with students and families, including when and how to involve administrators and others. Candidates understand how and when to access school and community specialists to provide integrated health, social, and educational services to meet the needs of all students, including those with exceptional needs or abilities. They know how to collaborate with families, specialists, and others to develop and implement Individualized Educational Programs. They know how to work with colleagues to share resources, instructional plans, and insights about how students learn. Candidates know how to articulate instruction within the school.

### **TPE 15: Professional, Legal, and Ethical Obligations**

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

## **F. DEVELOPING AS A PROFESSIONAL EDUCATOR**

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

### **TPE 16: Professional Growth**

Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.

Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness. They develop appropriate plans for professional growth in subject matter knowledge and pedagogy. Candidates access resources such as feedback from professionals, professional organizations, and research describing teaching, learning, and public education.

